

CLASSROOM AIDS FOR INTERMEDIATE GRADE CHILDREN
WITH SPEECH ARTICULATION DISORDERS

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B. S., Kansas State Teachers College 1963

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

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THE PROBLEM AND DEFINITIONS OF TERMS USED

"Man's most distinguishing characteristic is the gift of speech The acquisition of speech is the most intellectual thing a person will ever do and it should be an asset rather than a liability."¹ Society is placing an increasing emphasis on spoken communication. There is a direct correlation between one's success and satisfaction in his profession with his ability to communicate with society. Good speech habits need to be established early in one's life if he is to escape having serious personality adjustments attributed to incorrect speech.²

The largest handicapped group of school age children is the one with children having speech disorders. Five to ten percent of the school population needs the help of a correctionist. The number of students in the United States, between the ages of 5 to 19, needing help is 2,225,000, the size of the population of the state of Kansas.³ Over two-thirds of the school children with speech defects are ones with an articulation defect.⁴

¹Sister Mary Cyprian Spradling, Speech Correction, (Washington D.C.: The Catholic University of America Press, 1958), p. 3.

²Ibid.

³Wendall Johnson, et. al., Speech Handicapped School Children, (Evanston: Harper and Row, Publishers, 1967), p. 1.

⁴Charles Van Riper and Katharine G. Butler, Speech in the Elementary Classroom, (New York: Harper and Brothers, 1955), p. 149.

The Problem

It was the purpose of this study to provide the intermediate classroom teacher with aids to help students with speech articulation defects. It was intended primarily for those teachers in school systems having no speech correctionists, but it may serve as follow-up activity for teachers whose students work with a speech correctionist regularly.

Definition of Terms Used

Classroom Aids. These are games, stories, poems, equipment, and therapy techniques usable by the classroom teacher in helping students with a speech articulation disorder.

Articulation Disorders. A variation of the sounds of our language is an articulation defect. Following are four types of deviations in sounds that are heard when one is referring to the speech defect of articulation.

1. Substitutions. A noise or some sound is substituted for the accepted sound.
2. Omissions. Sounds are left out of words.
3. Distortions. Sounds may be there but are sounded indistinctly.
4. Additions. Sounds may be added to words.¹

¹Stanley Ainsworth, Speech Correction Methods, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1948), p. 57.

Objectives

The objectives of this study were to:

1. collect some speech therapy techniques for use by the classroom teacher in a school employing no speech correctionist.
2. provide some aids suitable for follow-up by the classroom teacher for a lesson presented by a speech correctionist.
3. enable the classroom teacher to help a student with an articulation defect learn to speak effectively.
4. gather specific aids for use with the most commonly misarticulated sounds, r, l, s, th, ch, and sh.

REVIEW OF THE LITERATURE

"Every classroom teacher teaches speech. As a speaker she sets an example for her pupils. As a listener, when they are speaking, she makes speech for them a rewarding adventure or a distressing ordeal."¹

"The classroom teacher is a speech teacher whether he wants to be or not, and also, he is a speech teacher whether he is trained in speech or not. All classroom teachers teach speech in one way or another."²

An ill-informed but well-meaning classroom teacher can do more harm to speech defective children than the speech correctionist can do good.³ With

¹Wendell Johnson, Spencer Brown, et al., Speech Handicapped School Children, (New York: Harper & Brothers, 1948), p. 1.

²Paul Hollingsworth, "The Classroom Teacher a Speech Teacher," Education, LXXXV (January, 1965), p. 270.

³Charles Van Riper and Katharine G. Butler, Speech in the Elementary Classroom, (New York: Harper & Brothers, 1955), p. ix.

some knowledge about speech correction and its techniques,¹ the classroom teacher can aid the speech correctionist by reinforcing the newly taught sounds.²

If no speech correctionist is available, the teacher faces an important challenge. Reading and spelling for an articulation defective child becomes difficult and a discipline problem may be the result of his frustration. Therefore all teachers need some information about common speech defects.³ The classroom teacher can't take the place of a speech correctionist, but she can bridge the gap between what is and what ought to be.⁴

The classroom teacher has responsibility for a speech defective child in her room. She has to be able to understand the child. This can be done through the use of records, conversation with him, talking to others about him, and through personal observation. The teacher needs to accept the child and his disability and get his peers to do likewise. Furthering the child's communication with others can be helped by providing opportunity for the child to give reports, take trips, act in plays, read chorally, and to converse with others. Building good human relationships between the teacher and the child promotes freer discussion.⁵ Being pleasant and patient can help to promote a good relationship. The teacher needs to realize that the student's

¹Hollingsworth, op. cit., p. 273.

²Van Riper, Speech in the Elementary Classroom, op. cit., p. ix.

³Ibid.

⁴Johnson, et. al., op. cit., p. 142.

⁵Mardel Ogilvie, Speech in the Elementary Classroom, (New York: McGraw-Hill Book Company, Inc., 1954), pp. 242-244.

progress will be slow and that he'll need encouragement before he'll have the desire to continue.¹ In order to help the child to speak well, the teacher needs to continually reinforce the sounds learned, provide ear training, and to establish good habits.² The teacher needs to be conscious of her own speech so as to set a good speech example. The atmosphere should be one of encouragement and warmth which is the teacher's responsibility.³

The principal risk of the classroom teacher helping a student with a speech disorder is that she'll do too much. She should work with only the simpler cases and not the ones involving any emotional problems or organic involvement. Don't hurry. Skill is acquired only through practice and experience.⁴

The teacher whose interest is genuine, whose motivation to give whatever help she can is a vital driving force and will make the time....No teacher will ever have the time.⁵ She is not likely to find that her pay check is fattened thereby at the end of the month. She, will, however, find herself engaged in an extremely fascinating and rewarding branch of teaching, that of helping boys and girls with handicaps to become more nearly normal.⁶

"Speech correction should be a part of, not apart from, the everyday

¹Charles E. Palmer and John W. Kidd, Speech and Hearing Problems, (Springfield, Illinois: Charles C. Thomas), 1961, pp. 33-34.

²Ogilvie, op. cit., p. 244.

³Sister Mary Cyprian Spradling, Speech Correction, (Washington, D.C.: The Catholic University of America Press, 1958), p. 153.

⁴Johnson, et. al., op. cit., pp. 133-34.

⁵Ibid., p. 142.

⁶Ibid., p. 145.

experiences of the child."¹

Identification of Defective Sound

School records indicate that problems of articulation are the more prevalent disorders. This problem interferes with a child's school work, his total personality, and his ability to communicate.²

"Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted."³ To see if the child's speech interferes with his communicating, check to see how many of his listeners can understand him. If the "how" of what he says is more important than the "what", then his speech is calling attention to itself. Does his speech bother him inwardly or outwardly?⁴ The difference must make a difference.⁵

Reasons for omitting, adding, or distorting sounds are that the child does not hear the word correctly, the word is new to his vocabulary and its usage is not understood, he is not aware of the error, or that the sound has not been taught to him correctly and he thinks the sound he uses is correct.⁶

¹Louise Scott and J. J. Thompson, Talking Time, (St. Louis: McGraw-Hill Book Company, 1951), p. v.

²Spradling, op. cit., p. 4.

³Charles Van Riper, Speech Correction, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 16.

⁴Carmen C. Dixon, "Speech Problems-How and When to Step In," Grade Teacher, (February, 1968), p. 51.

⁵Johnson, et. al., op. cit., p. 2.

⁶William T. Daley and E. Milo Pritchett, Speech Therapy, (Washington 17, D.C.: The Catholic University of America Press, 1959), p. 11.

A child is defective in speech only if his age group is supposed to have developed a particular sound and he has not. Following are the sounds the child is to have developed at a particular age:

$\frac{4}{4}$ years: p, b, w, m, h

$4\frac{1}{2}$ years: d, t, n, g, k, ng

$5\frac{1}{2}$ years: f

$6\frac{1}{2}$ years: v, th (as in this), zh, sh, l

$7\frac{1}{2}$ years: s, z, r, th (thin), wh¹

Following are some screening tests a teacher can use to see if a child has a speech articulation disorder and to determine which sound it might be specifically.

1. The child can name familiar objects containing all or most of the difficult sounds.
2. He can repeat sentences such as "This girl thinks that the cowboys on the television are real."
3. Counting, and naming the days of the week, colors, etc., are tests.
4. Test by having the child repeat nonsense syllables or isolated sounds.
5. Converse with and question him.² The answer is a word containing the sound to be tested. Do not include the word in the question.
6. Name pictures with sounds in all positions in words. Place pictures containing tested sounds in a booklet.
7. If the child can read, have him read a paragraph and note the errors he makes.

¹Carrie Rasmussen, Speech Methods in the Elementary School, (New York: The Ronald Press Company, 1962), p. 103.

²Van Riper, Speech Correction, op. cit., p. 229.

8. He can read sentences containing sounds to be tested as the teacher notes the errors.¹

Classify a defective sound as initial, medial, or final in its position in the word.²

Sample sentences that can be used to determine which sound or sounds are defective follow:

1. # His father started the car.
2. ò Go inside and open the window.
3. u The cup was made of rubber.
4. a The man ran after the cat.
5. è Each person should eat some meat.
6. i William threw his mit at the kitten.
7. à She is baking a cake today.
8. e The pet robin got wet in her nest.
9. oo You may have two of the blue hooks.
10. oo Dan took a good look at the crook.
11. o The eagle caught the small bird in his claw.
12. ï The kite flew high in the sky.
13. ou The mouse ran out of the house.
14. oi The boy made a noise with his toy.
15. p Put the apples on the ship.
16. b Bob kept the rabbit in a tub.

¹Wendell Johnson, Speech Problems of Children, (New York: Grune & Stratton, 1950), p. 88.

²Scott and Thompson, op. cit., p. 7.

17. m Mary paid a dime for the hammer.

18. t Betty would not take off her coat.

19. d Did you buy some candy today?

20. n Nobody can tell a funny story. .

21. k Can you wait a second for some milk?

22. g Sugar is not good on an egg.

23. ng A new bank is going to open in the spring.

24. w We will walk between the houses.

25. wh Where did the bobwhite go?

26. h He said "Hello", in a happy voice.

27. th I think I will take a bath on Thursday.

28. th That man is my father.

29. f He made the coffee after five o'clock.

30. v They gave her the stove as a valentine present.

31. sh She knows the ocean is full of fish.

32. zh It was a pleasure to measure the room.

33. y Yes, I ate the onion yesterday.

34. ch The teacher put the watch on the chair.

35. j The pigeon will jump out of the cage.

36. s Susan read her lesson for the class.

37. z The busy bee was buzzing near the barn.

38. l Twelve people were out on the lake.

39. r The room was full of rabbits.

40. er Does the early bird get the worm?¹

¹Morris Val Jones, Speech Correction at Home, (Springfield, Illinois: Charles C. Thomas, 1957), pp. 33-34.

In order to properly choose the sound error to be corrected first, one first needs to identify all the defective sounds. Have the child make each defective sound in isolation. Choose as the one to begin work on a sound that is most accurately and easily produced by the child so he can have some measure of success from the start. When putting the sounds in words, use the sound in the beginning position first, then the ending, and lastly, the medial position.¹ Work on only one error at a time so as not to confuse the child. Only after he can use a sound habitually in key words, can he be encouraged to tackle more errors.²

The main task for a teacher is to create a desire in the child to correct his defective sound. To aid this desire, daily lessons should never be more than five minutes long and should be made attractive and interesting by the teacher.³

Speech Therapy Techniques

Neither speech correction nor speech in general are to be practiced at a particular interval. Speech must be used in reporting, discussion, reading, social studies, music, spelling, art, and physical education.⁴ "If all pupils practice sounds, there will be no self-consciousness when the teacher takes

¹Van Riper and Butler, op. cit., pp. 153-54.

²Ibid., p. 153.

³Rasmussen, op. cit., p. 103.

⁴Dr. Elise Hahn, "Speech Defects", National Education Association Journal, XLVII (January, 1958), p. 41.

the speech handicapped child aside for a moment of private practice.¹

Basic principles for correcting a speech sound are to make the child aware of a difference between the correct and incorrect sounds auditorily, visually, and kinesthetically, to make him want to correct his speech, to teach him how to make the correct sound, and to make him experience success.² Make the child aware of the elements of good speech, correct posture, volume, inflection, articulation, and the linking of speech sounds.³

A first step in the treatment of a defective sound is to convince the child that he is making an error.⁴ This can be done in several ways. The teacher may speak a word five times, once incorrectly, or speak the same word five times, only once correctly. The child then signals when he hears the error or the correct sound. Also the student can write down in phonetic spelling purposeful errors made by the teacher as she reads or speaks. The child can read silently, prepared material which illustrates the error, as "He thaw/saw the bird fly to the netht/nest". The teacher then reads the material aloud.⁵ Paragraphs can be read with the child underlining the words containing his sound error. The tape recorder can be an aid in helping the child recognize his errors. The child says the defective word, the teacher

¹Ibid., p. 40.

²Stanley Ainsworth, Speech Correction Methods, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1948), pp. 60-61.

³Mary Peebles Hinman, "The Teacher and the Specialist," National Education Association Journal, XLVIV (November, 1960), p. 25.

⁴Hollingsworth, op. cit., p. 271.

⁵Van Riper, Speech Correction, op. cit., p. 244.

repeats it correctly, and then he listens to both.¹

Secondly is ear training.² A child needs to have ear training to learn to acquire a standard sound with which to compare his sound. The teacher needs to provide an auditory model of the correct sound for him to watch. Techniques used in ear training are isolation, stimulation, identification, and discrimination.³

Break down word patterns containing the child's error so he can recognize the isolated error as a distinctive sound unit in those words.⁴ A sound lost within a word is not clear. A child needs first to hear it as a single sound and not as a sound sequence. An isolation technique is to read the material silently, underlining the defective sound. Then read it aloud and note the errors missed in silent reading. Making a list of words in which a letter refers to some other sound (measure or his (s)) or a list in which other symbols sound like "s" (ice, extra) are isolation techniques also.⁵

In the stimulation technique, attention is focused and heightened on the sound. The child becomes aware of the sound in isolation and in words. Activities for stimulation are for the child to signal when hearing a particular sound in nonsense material, to listen to recordings of tongue twisters as "Sally sold silk and satin at the store on Saturday", and to write material

¹Hollingsworth, loc. cit.

²Ibid.

³Van Riper, Speech Correction, op. cit., p. 249.

⁴Johnson, et. al., op. cit., p. 114.

⁵Ibid., pp. 253-54.

dictated by the teacher in which she prolongs the defective sound.¹ This ear training enables him to reject the wrong sound.² The child's hearing mechanism needs to be stimulated until the sound is clearly interpreted in his brain.³ To identify his defective sound, the child listens to the teacher making various sounds and to himself speaking, and then he discriminates between the good and the bad sounds.⁴

Identification techniques include giving names to the sounds as snake sound for s, train sound for ch, growling dog sound for r, spitting cat sound for f, and the coughing sound for k. Make illustrations of faces showing the mechanics of how the sound is made.⁵

To compare and contrast correct and incorrect sounds, the teacher can have the child find three objects in the room beginning with the first sound of each of two words she has said. When listening to nonsense syllables, the child signals with his left hand when hearing an error and with his right when hearing the correct sound. When hearing a tongue twister, the child taps a pencil when he hears an error. He fails if he is two words late. Continue to five successes.⁶

Repeating of stories and poems containing the sound being studied is a

¹Ibid., pp. 253-54.

²Hollingsworth, op. cit., pp. 271-73.

³Rasmussen, op. cit., p. 104.

⁴Van Riper and Butler, op. cit., p. 151.

⁵Van Riper, Speech Correction, op. cit., pp. 255-56.

⁶Ibid., pp. 258-59.

means of ear training. The teacher can read them aloud to the child or if he can, he can read them to himself.¹ Emphasize the misarticulated sounds during this story time.² He can learn to recognize rhymes, complete a rhyme by selecting a word from a list, or make his own list of rhyming words.³

Other ear training techniques include having the child carry a pencil and paper during a particular time and record every error he catches. A list may be made by the child or someone else of words on which he makes errors.⁴

The next step in the treatment of a defective sound is to provide many practice periods. The phonetic placement method is to put the tongue, teeth, and lips in their proper position for each particular sound. Through observation and demonstration the teacher can help the child to make the correct sound. Using a mirror helps him to see his mistakes and to see the correct movements.⁵ The child makes a sound he can make and holds it, and then by varying the movement of his articulators, he can change the sound possibly making correctly his incorrect sound. Through this babbling the child will make all sounds. He can then select a difficult one and try to make it voluntarily.

¹Virgil A. Anderson, Improving the Child's Speech, (New York: Oxford University Press, 1953), p. 143.

²Jones, op. cit., p. 27.

³Elizabeth Nemoy and Serena Davis, The Correction of Defective Consonant Sounds, (Boston: Expression Company, 1945), p. 26.

⁴Johnson, et. al., op. cit., pp. 131-32.

⁵Rasmussen, loc. cit.

Step four suggested by Hollingsworth in the treatment of a speech defect is to strengthen the correct sound. Hold it until it loses its characteristics.¹ Strengthen the sound so it can compete with the defective sound. Use the sound in combination with other speech sounds as oos, ohs, ees, os, or soo, soi, soo, say (open faced sandwich). The sound between two vowels as cesoo, oosoo, ahsah, oso, aisoai is referred to as a closed faced sandwich. When he can use his "good sound" with vowels, he is ready to put it into new words.²

Nonsense syllables are another means of using the new sound with vowels. They are used first instead of words because they are shorter, easier to remember, and the child hasn't developed an incorrect pattern for them.³ There are three types of nonsense syllables. One is CV which is a consonant vowel pattern as in la. Secondly there is CVC, which is a consonant-vowel-consonant pattern as in lod. Thirdly is VC, a vowel-consonant pattern as in al. The new sound can be combined with the fourteen most common vowels and diphthongs.⁴

The sound is now ready to be transferred to familiar words.⁵ The goal of word practice is to make the production of sound in each word as easy and effortless as possible. Begin with familiar words from his vocabulary of communication.⁶ Concentrate only on teaching a few important words, all of

¹Hollingsworth, loc. cit.

²Van Riper and Butler, op. cit., p. 152.

³Johnson, Speech Problems of Children, op. cit., pp. 97-98.

⁴Van Riper, Speech Correction, op. cit., p. 278.

⁵Hollingsworth, loc. cit.

⁶Johnson, et. al., op. cit., p. 126.

which contain the same sound. Do not use too many words with too many sounds. The child needs to know that he can speak some key words correctly. Then he can go on to learn more.¹ The new sound can be put into words through the use of word lists, pictures, or by the teacher repeating the word several times while the child watches, listens, and then attempts to say the word.² Some suggested assignments for the use of the newly learned sound in words follow. Have a child select a word each day containing the newly learned speech sound and use it in conversation that day as much as possible. The teacher may arrange for the child to deliver messages in the building that day and later ask the receiver if the child were understandable.³ Another assignment might be to designate a twenty or thirty minute period of the day when the child is to concentrate on his newly learned sound and know that he'll be corrected if he uses a wrong sound.⁴

When the sound can be used in words habitually and without effort, the words can be put into sentences. Practice on these sentences can be through the use of question and answer sessions, poems, stories, and games.

A new sound is now ready to be introduced. Continue review on the newly learned sound.⁵

¹Van Riper, Speech Correction, op. cit., pp. 281-82.

²Johnson, et. al., loc. cit.

³Vivian Roe, "Follow-up in the Correction of Functional Articulatory Disorders," Journal of Speech and Hearing Disorders, XIII (December, 1948), p. 334.

⁴Palmer and Kidd, op. cit., pp. 34-37.

⁵Johnson, Speech Problems of Children, op. cit., pp. 97-98.

Parents can help the child at home with review on his newly learned sound through mealtime conversations that include some of the child's trouble words. The child may be allowed to do the grocery shopping for Mother. The parents can then check the success of the child and send the report to the teacher.¹

It has been found that by repeating a sound in a jingle or rhyme brings about an awareness of that sound more quickly than any other way. The sing-song verses are absorbed by one's consciousness.² Before working on the jingles, drill on the words in it which contain the difficult sound.³

Speech games and activities can be included in daily class routine so no child is singled out as having abnormal speech habits. Each student will help to improve each others speech.⁴

Following are some poems suitable for general articulation drill.

My Tongue

My tongue can do so many things.
Just look and you will see.

It can sweep, (tongue sweeps inside cheeks between lips
and teeth; lips are closed)

Go up and down, (tongue touches shelf behind upper teeth
and sweeps downward rapidly)

And make the sound for T. (make voiceless sound of "t"
as in word too)

Now it sweeps around, around. (repeat first movement)

New way inside it sweeps. (sweep roof of mouth from front
to back)

Now it jumps gayly up and down. (tongue is protruded and
moved toward chin and then toward nose several times rapidly)

¹Johnson, et. al., op. cit., pp. 128-31.

²Alice L. Wood, The Jingle Book, (New York: E. P. Dutton & Co., Inc., 1940), p. 177.

³Alice L. Wood, Sound Games, (New York: E. P. Dutton & Co., Inc., 1948), p. 21.

⁴Scott and Thompson, op. cit., p. vi.

Now out it slyly peeps. (tongue protrudes between slightly parted lips)
 My tongue can do so many things.

It's very useful, you can see.
 It can sweep, (repeat above)
 Go up and down,
 And make the sound for T.

-Frances C. Hunte¹

The Grasshopper and The Crickets

A grasshopper once had a game of tag
 With some crickets that lived near by,
 When he stumbled his toe, and over he went
 Too quickly to see with your eye.

Then the cricket leaned up against a fence,
 And chirped till their sides were sore,
 But the grasshopper said, 'You are laughing at me,
 And I won't play any more.'

Fishing

When I go fishing,
 I'm always wishing
 Some fishes I will get;
 But while I'm fishing,
 The fish are wishing
 I won't; just harder yet.

And all those wishes
 Of the fishes,
 Every one comes true;
 But all my wishes
 To get fishes
 Never, never do.²

¹Scott and Thompson, op. cit., p. 38.

²Anderson, op. cit., p. 187.

The Fly and the Flea

And fly and a flea in a fluo
 Were imprisoned, so what could they do?
 Said the fly, 'Let us flee!'
 'Let us fly!' said the flea;
 So they flew through a flaw in the flu.

Poor Robin

The north wind doth blow,
 And we shall have snow,
 And what will poor Robin do then?

He will hop to a barn,
 And to keep himself warm,
 Will hide his head under his wing,
 Poor thing!

A Funny Thing

The funniest thing in the world I know,
 Is watching the monkeys in the show,
 Jumping and running, and racing around
 Up to the top of the pole, then down.

First they're here and then they're there,
 And just almost and everywhere!
 Screeching and scratching wherever they go,
 They're the funniest things in the world I know.

The Little Bird

Once I saw a little bird come hop, hop, hop;
 So I cried 'Little bird, won't you stop, stop, stop?'
 And was going to the window to say, 'How do you do?'
 But he shook his tail, and far away he flew!

Milkman, Milkman

Milkman, milkman, where have you been?
 In Buttermilk Channel, up to my chin.
 I spilled my milk and spoiled my clothes,
 And got a long icicle hung to my nose!¹

¹Ibid., p. 191.

When playing games for articulation drill, always emphasize the goal of the game, keep it simple and within the child's ability, and be sure that the child is able to win occasionally, but not too easily.

Listed below are games requiring some equipment that can be used in the drill of any sound.

1. Speech Checkers. Use only one red and one black checker. The child's checker is in the right hand corner and the teacher's is in the left corner on her side. If the child says the sound correctly, he moves his checker diagonally one square. If he says the sound incorrectly, the teacher moves her checker. The goal is to get to the opposite side of the board.

2. Speech Bingo. Either the plain side the numbered sides or the markers may be used. The teacher and the child each choose a number card and place it on the table. The teacher holds up a picture and the child says what it is. If he has made a correct response, he draws a marker from the box and places it on top of a number on his card. If he responds incorrectly, the teacher draws a marker and places it on top of her card. The goal of the game is to get the whole card covered first.

3. Chinese Checkers. Use only one color of marbles. If the child says the sound correctly, he can put down one marble. For each correct response, he can put down another marble to build a row of marbles on the board.

4. Speech Dominoes. Each player draws seven dominoes and is able to play one each time he uses a sound correctly in a word or a sentence. If a player can not match the numbers at the end of the dominoe pattern, he draws one dominoe from the "bone-yard". At the end of the game, each player must say a difficult word for each word he has not discarded.¹

¹Charles Van Riper, Speech Therapy, (New York: Prentice-Hall, Inc., 1953), p. 152.

5. Airplane and Speech Cards. Place both decks of cards face down separately. The child takes a speech card. If he says it correctly, he puts it face down in a pile and picks up an airplane picture. Six to ten airplane pictures make a game if two are playing.¹

6. Game. A spinner needs to be available. Have the child produce a sustained sound until the spinner stops.²

7. Ladder Game. Cut a speech ladder from a large sheet of paper. The teacher moves a pipe cleaner man up the ladder one rung for each correct sound and moves him down one rung for each miss.³

Following is a list of games which need no special equipment.

1. Start counting whole numbers beginning with number one. When the child counting, comes to a number which contains a designated sound, he is to say "Buzz" instead of the number.⁴

2. Each student begins by saying, "I pack my suitcase and in it I put...." Each child names an item that includes the sound being studied. Every item included is repeated by each successive student.⁵

3. Busy Phonics. This game keeps the child busy by doing the things that the teacher has him sound out. "Can you sss...mmm...ai...lll? Can you

¹Ibid.

²Palmer and Kidd, op. cit., p. 39

³Johnson, et. al., op. cit., p. 124.

⁴Van Riper and Butler, op. cit., p. 172.

⁵Julia Bridges and William Formood, "Helping Children to Speak Effectively, National Education Association Journal, LIV (March, 1965), p. 21.

ss...t...and? Let's see if you can t...urrrr...nnn. Now let's sss...iii...ttt."

4. Forgetful Phonics. Explain to the child that just the same as he would be mixed up while watching a movie if he missed part of it, so would he be if he missed part of a word. The teacher leaves out part of a word and the child guesses what the sound and the word are. She may say _____aaa...t. If he can't guess, give him a sentence using the word as "Last night I went to the movies and _____down."

5. Backward Phonics. Begin by telling the child that he would look funny if his clothes were on backward. And so do words sound funny if they are backward. Sound out some words for the child saying the sounds in reverse order and he is to guess what word is being said. Then he might point to those items mentioned in the room.¹

6. Vocal Phonics. Sound out the names of games or sports. The child guesses the name of the activity and then acts it out.²

Listed below are some books suggested to be read to children for their listening pleasure and for ear training.

1. M. W. Brown, Shhh Bang, A Whispering Book, N. Y. Harper, 1949.
2. M. W. Brown, The Noisy Book, Chicago, Scott, Foresman, 1939.
3. A. Chalmers, A Kitten's Tale, N. Y. Viking, 1946.
4. B. Hader & E. Hader, Cock-a-doodle-do, N. Y. Macmillan, 1939.
5. A. R. Tresselt, Rain Drop Splash, N. Y. Lothrop, 1946.³

¹Van Riper and Butler, op. cit., p. 93.

²Ibid., p. 173.

³Ogilvie, op. cit., p. 247.

R Sound

The "r" sound may be identified as the rooster sound. The sound is produced by opening the mouth to say "ah". With the mouth in this position, let the tongue curl up and back toward the roof of the mouth. The "ah" should change to some resemblance of the "r" sound.

Feeling the position of the tongue when holding the sound "ee" and then working toward an "r" will sometimes help in producing the "r" sound. Using the sound in blends as pr, dr, gr, and tr may make the effort easier.¹

To avoid producing the "w" sound, spread the lips slightly so that the following vowel sound does not become too rounded. Push the corners of the mouth back with the fingertips.²

Below is a list of words containing the "r" sound in the three positions to be used for drill.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Ralph	canary	door
ring	berries	water
running	hearts	grandmother
roller skates	barrel	pear
wren	cherries	collar
raining	carriage	chair
rooster	gingerbread boy	grandfather
roses	parrot	oyster
rocking horse	wheelbarrow	star
riding	bow and arrow	deer
rope	bird	streetcar
rag rug	fireman	river ³
Red Riding Hood		

¹Scott and Thompson, op. cit., p. 87.

²Jones, op. cit., pp. 135-36.

³Clark Stoddard, Sounds for Little Folks, (Massachusetts: Expression Company, 1963), p. 63.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
rock	arrive	
Richard	tomorrow	
reel	story	
ripple	marry	
ran	parachute	
roll	parade	
room	terrible	
rowboat	very	
rabbit	borrow	
roof	carrot	
robin	hearing ¹	
red	hurry	father
	purple	car ²

The following sentences contain a repetition of the "r" sound to be used as a drill after the sound is established in words.

1. The rain fell on the roof.
2. Robert has trouble with reading.
3. The rope was lying in the street.
4. He was wrong about the rules.³
5. The rabbit ran around the clock.
6. He ran down to the river in the rain.
7. Ruth wore a brown dress to school.
8. Robert tried to catch the frog in the pond.⁴
9. Rumbly Rumbo, the elephant, and Reo the lion lived in the park.
10. Robert liked Rumbly Rumbo but Reo frightened him.

¹Anderson, op. cit., p. 174.

²Scott and Thompson, loc. cit.

³Jones, loc. cit.

⁴Anderson, loc. cit.

11. On Friday the keeper of the park left the door open and Reo ran out.
12. "Run to Rumbly Rumbo," called the keeper.
13. "Rumbly Rumbo," cried Robert, "lift me up on your trunk."
14. Rumbly Rumbo lifted Robert a way up in the air.
15. Then Reo roared and roared and ran away.¹

Poems and jingles for use with drilling on the "r" sound are included in this section of the report.

"Ring around a rosy,"
Said Robin to Ray.
"Ring around a rosy"
And let's be gay."

"Ring around a rosy,"
Said Mary to Grace.
"Ring around a rosy"
And then we'll race."
-Pearl

"Ripe red cherries,
Round red berries,"
Loudly hear me cry.
"Bring me berries,
Bring me cherries,
And I'll bake a pie."
-Pearl

Little boy Grover
And little dog Rover
Are happy all the day.
With a bark and a shout,
They frolic about
In crispy new mown hay.
-Irene²

¹Nemoy and Davis, op. cit., pp. 318-19.

²Stoddard, op. cit., p. 68.

Pit, pat, well-a-day!
 Little Robin flew away.
 Whore can little Robin be?
 Up in yondor chorry treo.

Little Robin Redbreast sat upon a treo,
 Up wont Pussycat and down went he;
 Down came Pussycat and away Robin ran;
 Says little Robin Redbreast, "Catch me if you can."

The rain is raining all around,
 It falls on field and tree;
 It rains on the umbrella here
 And on the ships at sea.
 -R. L. Stevenson¹

Rooster

Every day the rooster crows,
 "R, r, r, r, r,"
 As he stretches on his toes,
 "R, r, r, r, r,"
 He flaps his wings and shakes his head.
 "R, r, r, r, r,"
 And says, "Get up, you sleepy head,
 "R, r, r, r, r."

Rag Man

The raggedy man on the corner cries,
 "Rags, rags, rags,
 New rags, old rags, any size,
 Rags, rags, rags.
 Have you any rags today?
 Rags, rags, rags.
 For each a penny I will pay.
 Rags, rags, rags."

¹Anderson, op. cit., p. 175.

Raindrops

Solo: When it is raining, I like to be
 Out where the raindrops can splash on me.
 Children: Raindrops, raindrops,
 Splash, splash, splash;
 Raindrops, raindrops,
 Splash, splash, splash.
 Solo: I put on my rubbers and button my coat,
 Then find a small river to sail my boat.
 Children: Raindrops, raindrops,
 Splash, splash, splash;
 Raindrops, raindrops,
 Splash, splash, splash.¹

Riddle-Riddle-Ree

Children: Riddle-riddle-ree,
 What color do I see?
 Teacher: It starts with the "rooster" sound,
 And ends with a D. (red)
 Children: Riddle, riddle, ree,
 What color do I see?
 Teacher: In the middle is the "rooster" sound,
 It starts with a P. (purple)
 Children: Riddle, riddle, ree,
 What color do I see?
 Teacher: The "rooster" sound is second,
 And it starts with a G. (green)
 Children: Riddle, riddle, ree,
 What color do I see?
 Teacher: The "rooster" sound is second,
 And it starts with a B. (brown)
 Children: Riddle, riddle, ree,
 What number do I see?
 Teacher: In the middle is the "rooster" sound,
 It ends with double E. (three)
 Children: Riddle, riddle, ree,
 What number do I see?
 Teacher: It ends with the "rooster" round,
 And follows the number three. (four)²

¹Scott and Thompson, op. cit., pp. 87-89.

²Ibid., p. 93.

Hurrah!

Rah! Rah! Rah!
Run, Ray, run!
Run around the rock
And the race is won.

Roy, Ray, and I

Three reaper, three,
Roy, with Ray and me.
We can't reap rye, we can't reap rice;
But we can cut figures on slippery ice.
Three reaper, three,
Roy, with Ray and me.

The Bridge

Brim, the brown monkey,
And many a brown brother
Braided a bridge of monkeys
From one branch to another.

The Wise Old Sun

"Remember the wise will early rise."
The sun had run and won its race.
And to rest in the west he sank in his place.
"Beware," said he, "lest you lose your slice.
For the lazy must always pay the price."¹

Crisscross Land

The animals went into Crisscross Land
Across the Crisscross Creek;
But nobody dreamed how crisscross they were
Until they began to speak.

Then the cat began to cackle
And the cow commenced to crow,
And the camel went
"Coo, coo, coo."

¹Wood, The Jingle Book, op. cit., pp. 128-29.

To watch them cut such capers
 Made the crocodile cry,
 And he sobbed out
 "Boo, woo, woo!"

Freddie's Party

Frail little Freddie began to frown and fret,
 He was afraid on Friday it wouldn't be wet
 Friday was his birthday when his friends so fine and free
 Were to frolic on his front lawn all as happy as could be.
 You see they'd only raincoats fresh and green right
 from the bogs,
 There I fear I've told the secret—yes, it's true—
 they're little frogs.¹

Ray Rice can read,
 Ray Rice can write,
 Ray Rice can run,
 But Ray Rice can't fight.

Rain, rain, rain!
 Race down the road.
 Run right around
 Mr. Happy Toad.²

Frolicking Frogs

The frowning frog, the freckled frog,
 The friendly frog named Frank,
 All came out to frolic
 Upon the river's bank.³

Games selected by the writer for drill on the articulation of the "r" sound are stated as follows.

¹Ibid., pp. 130-31.

²Wood, Sound Games, op. cit., p. 75.

³Ibid., p. 77.

1. Rhyming game. The teacher jumbles the words in column two. The child says each word in column one, and as he does so, he finds a word in column two that rhymes with it. Use one-half of the words in column one for one lesson.

Column I	Column II
dwarf	corf
verve	curve
verb	curb
cord	lard
park	yard
farm	bark
darn	harm
tharp	yarn
heart	darp
birth	dart
fern	earth
earl	urn
	curl
	wharf
	nerve
	herb
	Ford
	lard
	hark
	arm
	barn
	worp
	cart
	mirth
	burn
	pearl ¹

2. Word Guessing Game. The teacher points to a word and calls on a student, whose eyes are closed, to guess, in three guesses, which she chose. If he chooses correctly, he is the leader. He is to say the name of the word he thinks she chose.

reader	rocker	rumor
roller	ruler	rector
reaper	runner	rudder
river	robber	rower ²

3. Hide and Seek Game. A leader points to one of the places listed where he'd like to hide while the others are not looking. The others playing

¹Nemoy and Davis, op. cit., p. 312.

²Ibid., p. 310.

then guess orally, in which place they think he'd hide. The one guessing correctly is the new leader.

under a rag rug
under the barn
in a pear tree
near a brook

behind the pantry door
under a brown car
behind the corn crib
around a corner¹

4. Little Word Game. The child is to find a little word which is familiar to him in each of the longer words.

roomful
rudely
rime
ruler
riddle

random
ringlet
readily
reaper
rung²

5. Farm and City Game. The teacher jumbles the words in the two lists. The child tells which ones are found on a farm and which ones are found in a big city.

tractor
barn
trough
grain
clover
mower

market
wharf
trolley
factory
theatre
airport³

6. Rhyme Game. The teacher jumbles the words in column two. The child is to read one phrase at a time from column one and find an ending in column two which rhymes with it.

¹Ibid., p. 316.

²Ibid., p. 307.

³Ibid., p. 312.

Column I

Column II

"Fire! Fire!"
 My pretty Maid Mary,
 A dillar, a dollar
 Flower of England, Fruit of Spain
 A certain young farmer of Ayre
 There was a little girl
 Intery, mintery, cutery corn

said the twon crier.
 sho writes her diary.
 a ton o'clock scholar.
 mot together in a shower of rain.
 started with sheep for the fair.
 who wore a little curl.
 apple core and apple thorn.¹

7. Go on a Trip. The child may choose to take his imaginary trip by train or by airplane. He guesses the answers to the questions asked by the teacher about what he'll see on his trip. The answers are words containing the "r" sound.

- a. There is a fire. What is that red truck? (fire engine)
- b. There is a farm. Who is working on the farm? (farmer)
- c. On the farm is a house. There is a building for the animals, too.

What is it? (barn)

d. It is beginning to rain. Put the car inside. Do we put the car in the house? (no, the garage)

e. We are riding by a garden. Someone just pulled a long orange vegetable. What is it? (carrot)

f. The floor of this train is soft. What makes it soft? (carpet or rug)

g. Soon it will be time to go to the train diner. What will we eat there? (dinner, breakfast, supper)²

8. Tit-Tat-Toe. One person is identified as X and the other as O. The

¹Ibid., p. 320.

²Stoddard, op. cit., p. 96.

players alternate saying a number word. When he says the word correctly, he can then mark his symbol in that box. The winner is the first one to complete a row of three vertically, horizontally, or diagonally with his symbol.

3	31	23
33	34	38
39	37	43

9. Counting Three Game. The leader says a word and then counts 1-2-3, pointing to a different child on each number. The third child pointed to repeats the word. He becomes the leader if he repeats it correctly.

thrive	threat
through	thrill
throng	thread
three	throat
throb	thrift
throne	throw ¹

10. Red Rover Game. Each pupil is assigned a name which is written on the chalkboard. The students are divided into two teams, or two people can make up the two teams, one on each team. The teams call on each other alternately. "It" says, "Red Rover, Red Rover, let Robert come over." Robert then says all the names on the board. A point is scored for his side if he "tags" them by saying the names correctly. He then says, "Red Rover, Red Rover, let _____ come over."

¹Nemoy and Davis, op. cit., p. 311.

Robert	Roland
Roa	Kuth
Rodman	Rao
Ralph	Rudolph
Rodney	Rona ¹

11. Three Deep. In physical education when playing Three Deep, have "it" chase after a "Red Rooster". When "Red Rooster" steps in front of a pair of children and stops, the child who is on the outside of the pair runs as the first child calls, "Run, Red Rooster, Run."²

Following are three stories which have a repetition of the "r" sound. They can be used for ear training or the child may read it himself.

Robbie Rat

Read the story of Robbie Rat. Robby Rat's father was Rat the Red, king of all Rat Land. Rat the Red always wore a rich robe wrapped around him and a great crown on his head. He was a very strict king, and when he raised his rod, all the rest of the rats trembled—that is, all but his son Robbie. Robby wasn't the least bit afraid of him.

Now, Robby Rat was a rover. He ran away from home and roamed over the country. Once in his travels he even crawled along the rim of a mountain range. A great rock rolled down and almost crushed him. This frightened Robby and he resolved to go home where there were no great mountain ranges and no huge rocks.

"If only I can find a rabbit, I'll ride him home in state," he thought as he romped among the burrows. For days he tried and tried and tried; but the rabbits were too quick for him. At last he did catch a strong brown one and tied a red ribbon about its neck. So off he rode, clinging to that red ribbon, the rabbit rearing and prancing and racing along at a great rate.

Just before he arrived home, Robby Rat saw a baby's rattle lying in the road; so he reached down and picked it up. It belonged to Baby Ray, who had just thrown it down. How Baby screamed when he saw Robby Rat riding away with it! But Robby Rat rode gayly away, shaking the rattle and shouting, "Rattle, rattle, rattle! Rah! Rah! Rah!"

¹Ibid., p. 319.

²Stoddard, op. cit., p. 97.

Soon he reached the river. Now, the river was frozen over but the ice was very thin. "Here is a fine skating rink," he cried, leaping from the rabbit's back and running out on the ice.

But alas! Robby Rat broke through the ice and sank down into the black water.

"Help! Help!" he cried.

It happened that his father was passing just then, and he heard Robby's cries. "That sounds like my son's voice," said he, and he ran to the brink of the river, his red robe streaming out behind him and his crown over one eye.

Yes, there was Robby, just coming up for the last time. Red threw a rope to Robby and drew him to the shore. Poor Robby looked like a rag as he was dragged from the river.

The king forgave him and took him back to his castle, where he was feasted on raspberries, raisins, prunes, and rye bread.

Thus ends the story of Robby Rat, the prince whose father was Rat the Red, king of all Rat Land.¹

Story of the Red Rooster

Red Rooster was a very important person. He acted as the alarm clock on the farm. The farmer and all the farm animals were awakened by Red Rooster's crow, r-r-r-r. (Have the children supply the sound each time it occurs in the story.)

But, on Monday morning Farmer Ron did not hear Red Rooster crow. And by the time Farmer Ron awoke, he was supposed to have all his chores done! He rushed to the barn. All the animals were still asleep. They had not heard Red Rooster's crow either. Farmer Ron was very worried. How could he and the animals get their farm work done if Red Rooster did not wake them up early in the morning? Why didn't they hear Red Rooster crow? Red Rooster was in trouble.

Farmer Ron hunted and hunted. Finally he saw Red Rooster in a corner of the red barn. "Red Rooster!" Farmer Ron called. Now Red Rooster was asleep and when Farmer Ron called him, he was so startled that he awoke with an "r-r-r-r-r-r." Red Rooster was surprised to have Farmer Ron wake him up because he usually woke Farmer Ron up. Farmer Ron told Red Rooster he must start doing his job better. Then he marched away, looking very upset.

A rabbit hopped into Farmer Ron's path. He said, "I can tell you why Red Rooster did not wake you and the animals up this morning. The other day he talked to Mr. Owl; Mr. Owl told Red Rooster how much fun it was to stay up at night; so Red Rooster decided to try it. He is going to bed so late at night that he does not wake up

¹Wood, Sound Games, op. cit., pp. 79-81.

early in the morning. He cannot wake you up with his "r-r-r-r." "Thank you, Mr. Rabbit," said Farmer Ron. And he went about his work.

At sundown Farmer Ron went to find Red Rooster. He took Red Rooster to a field where there were several trees. It was getting very dark. Why had Farmer Ron brought Red Rooster here? Soon a bird came flying over. It was Mr. Owl. "Watch him work," said Farmer Ron to Red Rooster. Red Rooster could hardly see Mr. Owl. How could he watch him work?

Farmer Ron said, "Mr. Owl flies above the field to find his food. He eats mice and bugs that bother my crops. How would you like to do that job?"

Red Rooster replied, "I couldn't do that. I can't fly like Mr. Owl. I can't see in the dark. I couldn't hunt the mice and bugs that hurt your crops. But, what can I do to help you?"

Farmer Ron smiled. "You were once a very good alarm clock. You woke me up in the morning with your r-r-r-r-r-r. You woke up the other animals with your r-r-r-r-r-r. We got up early to do our work."

"I see," said Red Rooster, "Mr. Owl sleeps in the daytime and does his work for you at night. My work for you is in the daytime. I need to sleep at night. Let's go back to the barnyard, Farmer Ron." Farmer Ron went to the house and Red Rooster went to the barnyard.

Early the next morning "r-r-r-r-r-r" woke up Farmer Ron. The sound r-r-r-r-r awakened the animals. Red Rooster was not in trouble any more. He had learned that his work came early in the morning. He had stopped trying to act like a rooster again. Red Rooster was back on the job.

Questions based on the story:

1. Where did Red Rooster live?
2. What was Red Rooster's job?
3. Why was Red Rooster in trouble?
4. Who helped Farmer Ron find out what caused the trouble?
5. What time did Red Rooster wake up Farmer Ron and the animals?¹

Rocco and Rover

A long, long time ago I knew a little boy whose name was Rocco. He lived in Rodman Street near the Randall School. One day when Rocco was running home from school, he saw Rover, a poor little dog, lying near the railroad tracks.

¹Margaret C. Byrne, The Child Speaks, (Evanston: Harper & Row, Publishers, 1965), pp. 92; 94-95.

"Hore, Rover! Hore Rover! Hore Rover!" called Rocco.

But Rocco was so sick that he could not move. He couldn't even bark. He could only open his mouth like this every time he tried.

Now Rocco loved dogs and he was always kind to them, so he lifted Rover up in his arms tenderly and carefully, and ran and ran all the way home with him.

Rover was so grateful that he tried to say "Thank you," but he could only open his mouth and lift his tongue, like this. Even when Rocco gave him milk to drink, Rover only moved his tongue, like this, when he tried to drink. After awhile, Rocco fed Rover with a spoon and then he grew much stronger.

"Ru, ru, ru, ru," said Rover slowly, and Rocco knew that he was saying "Thank you."

When Rocco's mother saw Rover she said, "Rocco, I do not want you to keep Rover. You must get rid of him tomorrow."

Rocco was very sorry to hear this because he loved Rover dearly. There were tears in his eyes as he went down to the cellar and wrapped Rover up in a warm woolen robe.

"Good night, Rover," said Rocco.

"Ru, ru, ru, ru," answered Rover faintly.

Then Rocco and his mother went to bed, for they had to get up early the next morning.

After Rocco had been asleep for a long time, he heard a bark.

"Ru, ru, ru, ru,"

He listened. Again he heard, "Ru, ru, ru, ru," "Ru, ru, ru, ru, ru."

Rocco and his mother ran down stairs and found that the house was on fire. Rocco went quickly to the cellar. And then Rover ran through the house and scratched at the front door.

Rocco hurried to the door and opened it.

"Ru, ru, ru, ru," barked Rover and ran toward the fire alarm box.

Rocco quickly followed him and turned in the fire alarm.

Then Rocco's mother took Rover in her arms and said: "Rover, you are the dearest dog in the world. Would you like to stay with Rocco?"

And Rover replied, "Ru, ru, ru, ru."

What do you think that meant, children?¹

Suggested books and a recording containing a repetition of the "r"

sound are:

Books

1. Little Bruin and Par, by Haskin Christensen.

¹Nemoy and Davis, op. cit., pp. 304-5.

2. One Morning in Maine, by Robert McCloskoy.¹
3. Parkin, Rex, The Red Carpet, New York, The MacMillan Co., 1948.
4. Zion, Gene, No Roses for Harry, New York, Harper & Row, 1958.²

Record

1. "Sunday in the Park", by The Children's Record Guild.³

L Sound

The "l" sound can be identified as the "singing" sound, la, la, la. The tip of the tongue is against the roof of the mouth, an inch back of the upper teeth. Allow air to move on both sides of the tongue. Move the tongue downward. Have the child sing melodies with la so he can get the feel of the "l" on his articulators.⁴

If the child is having difficulty working his tongue, have him open his mouth and hang onto his jaw with his right hand not allowing the jaw to wiggle. The tongue is to do all the work.⁵ Pretending to touch the nose and then the chin with the tongue is a tongue exercise that helps the child to feel what the tongue does when making the "l" sound.⁶

¹Jones, op. cit., p. 30.

²Stoddard, op. cit., p. 127.

³Jones, loc. cit.

⁴Ibid., pp. 134-35.

⁵Van Riper and Butler, op. cit., p. 75.

⁶Ibid., p. 71.

Using the "l" sound in nonsense syllables helps the child to feel the correct movement of the tongue. From the nonsense syllables, go to words as soon as possible for meaning.¹

lā	lā	lā	lā	lālā
älā	älā	älā	älā	älälā
äl	äl	äl	äl	äläl

lah		ahl		ahlah
la		al		ala
lee		eel		eelee
law		awl		awlaw
looh		ohl		ohloh
loo		ool		ooloo

Contrast Drill Syllables

tah	dah	nah	lah
ta	da	na	la
tee	dee	nee	lee
taw	daw	naw	law
toh	doh	noh	loh
too	doo	noo	loo ³

The "l" sound is found in various positions in this list of words.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
lady	alone	heel
late	help	hill
leave	yellow	salo
let	colt	pal
lie	sleep	ball
lamp	dolly	pale
law	field	cool
loop	split	file
lead	alive	little
lard	cliff	camel
loud	eleven	saddle
leap	play	uncle
lid	silly	giggle
lead	heels	whistle
	flock	puzzle ⁴

¹Scott and Thompson, op. cit., p. 103.

²Jones, loc. cit.

³Nemoy and Davis, op. cit., p. 290.

⁴Anderson, op. cit., p. 177.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
laughing	elephant	bowl
lamb	pillow	pail
lemons	jelly	snail
ladder	water lily	squirrel
lantern	umbrella	boll
lion	island	wall
lesson	railroad	girl
lilies	billy goat	basketball
library	violin	shell
	jello	stool
	holly	doll ¹

Sentences:

1. I like to eat my lunch.
2. The leaf is almost black.
3. The glass was full of liquid.
4. People like to live in California.²
5. Louise likes to sleep late in the morning.
6. Bill's brother walked slowly down the long lane.
7. The pilot landed the plane safely.
8. A meadowlark flew up into that tall tree.
9. The little kitten quickly lapped up all of the milk.
10. Nellie fell into the lake and yelled for help.³

Poems and Jingles:

"Lah, lah-lah, lah-lah," sang Lottie;
 "Law, law-law, law-law," sang Lon;
 "Loo, loo-loo, loo-loo," sang Luttie;
 And the three sang on and on.⁴

¹Stoddard, op. cit., p. 62. ²Jones, loc. cit.

³Anderson, op. cit., p. 178.

⁴Wood, Sound Games, op. cit., p. 68.

Lazy Laura Lane wouldn't study,
 Lazy Laura Lane wouldn't work.
 Lazy Laura Lane wouldn't learn a thing,
 But would only come late and shirk.

My pal Paul was as tall as a wall,
 And taller than tall was Nell.
 They ran pellmell, and down they fell,
 Right into Polly's well.¹

"Please tell me how my little lad
 You always keep so jolly and glad."
 "I'll tell you how," said the little man,
 "Look up, lift up, and lend a hand."²

Willie was a Piper's son,
 He learned to play when he was young;
 But the only tune that he could play,
 Was 'Over the hills and far away!'

As I was going along, long, long,
 A' singing a comical song, song, song;
 The lake where I went was long, long, long,
 And so I went singing along.

In the Looking-Glass
 Lovely little yellow lilies,
 Leaning low along the lake,
 Laughing lightly at the lilies
 Which the lilting waters make.

Klin Klan

Klin Klan, clad in clean clothes,
 Climbed up the cliffs of Dover.
 But a clump of clay when he clutched gave way,
 And Klin Klan rolled over and over.

¹Ibid., p. 71.

²Nemoy and Davis, op. cit., p. 303.

³Anderson, loc. cit.

Flamingoos

Flap, flap, flutter!
 Flamingoes fly
 And a flare of flame flannel
 Flickers in the sky.

Glammy Button

Glammy Button, the town glutton,
 Gorged himself on goat and mutton,
 Glared in a glum and gloomy way,
 If he couldn't gobble one goose a day.

A Giggly Wriggly Girl

Giggly, wriggly, little Genette,
 You are the giggliest girl I've ever met.
 Won't you learn to be gentle and mild
 And not such a wriggly, giggly child?¹

Please

Please, Ploughman, plough my plot;
 Please, Planter, plant my plant;
 Plop and plan, pluck and ply,
 That I may have plenty of pumpkin pie.

Nell

Toll the bell for silly Nell.
 She ran pell-mell and down she fell.
 It was not the fall which made her ill,
 But Dr. Hall's enormous bill.²

Clowns

A clown is very funny.
 He wears such funny clothes.
 (Refrain) La, la, lee,
 He wears such funny clothes.
 He has a funny mouth
 Beneath a funny nose.
 (Refrain) La, la, lee
 Beneath a funny nose.

¹Wood, The Jingle Book, op. cit., pp. 119-20.

²Ibid., p. 123.

Some clowns are very tall,
And some are very fat.
(Refrain) La, la, lee
And some are very fat.
And where the hair should be
Is a funny little hat.
(Refrain) La, la, lee
Is a funny little hat.
Clowns wear enormous shoes
That flip-flop up and down.
(Refrain) La, la, lee
That flip-flop up and down.
It's funny to be so funny;
I think I'll be a clown.
(Refrain) La, la, lee
I think I'll be a clown.

Lucy Lost Her Locket

1st group: Lucy, Lucy,
I have heard
That you lost your locket
In my backyard.
2nd group: Lucy, Lucy,
Did you look
To see if your locket
Fell into the brook?
3rd group: Lucy, Lucy,
Come and see
Maybe your locket is in the tree.
4th group: Lucy, Lucy,
Look over there.
I see your locket
Under a chair.

Balloons

Eight balloons...I'll sell them to you,
Red and yellow and green and blue,
Orange ones, and brown ones, and purple ones, too;
And here are the black ones...I'll sell them to you.

Who will buy my blue balloon, as blue as the heaven?
Take it away...now there are seven.
Who will buy my brown balloon, brown like many sticks?
Take it away...now there are six.
Who will buy my red balloon, a color so alive?
Take it away...now there are five.
Who will buy my purple balloon, there are not so many more?
Take it away...now there are four.

Who will buy my green balloon, as green as a tree?
 Take it away...now there are three.
 Who will buy my orange balloon? An orange is good for you.
 Take it away...now there are two.
 Who will buy my yellow balloon, as yellow as the sun?
 Take it away...now there is one.
 Who will buy my black balloon? Now we are done.
 Take it away...now there is none.¹

London Bridge is falling down, falling
 down, falling down,
 London Bridge is falling down, my fair lady.

My Pony's Name is Bill

My pony's name is Bill;
 I ride him to the mill.
 It's jolly fun
 To have him run
 And gallop up the hill.

Little Etta Lollipop
 In bright yellow clothes,
 The better you like her
 The smaller she grows.
 -Nursery Rhyme

Up the hill,
 And over the rill
 And deep down in the hollow-
 A goblin calls,
 And calls and calls,
 He calls to me to follow.
 -Irene

Little Linda lost her locket.
 Lovely, lucky, little locket.
 Lately, Linda found her locket,
 Lying still in Linda's pocket.

¹Scott and Thompson, op. cit., pp. 107-9.

Lingor little Lotty,
 Lot us hear you spell.
 Lingor little Lotty,
 Can you spell quite well?
 But Lotty would not lingor,
 And for us would not spell.
 She hurried on her way to school
 At the ringing of the bell.

-Pearl¹

The Lobster and the Lion
 Lusty, lively Lobster,
 Crawling along the bank,
 Meets Luckless Lion
 Leaning lean and lank.

"Lot's have a meal together!"
 Luckless Lion licks his lips.
 "Shake!" cried the lusty Lobster
 And the lion's foot he grips.

Along down the valley,
 Over the hills they go,
 Lusty lively lobster,
 Clinging to lion's toe.

Later Lion, the Luckless,
 Comes limping, alone I trow;
 He has lost the lusty lobster,
 But not the ache in his toe.²

Games:

1. Guessing Game. The child replies with an answer in a complete sentence. The answer includes the "l" sound.
 - a. Who likos to roar? (lion)
 - b. What color is the sky? (blue)
 - c. Where do ducks swim? (lake)

¹Stoddard, op. cit., p. 67.

²Wood, The Jingle Book, op. cit., p. 125.

- d. What do rabbits like to eat? (lettuce)
- e. What do we use with a hammer? (nails)
- f. What do you like to put on your bread? (jelly)
- g. What do we find on the seashore? (shells)¹

2. Rhyming Game. The teacher jumbles the phrases in column two. The child says one phrase at a time from column one and finds an ending in column two which rhymes with it.

Column I

Little Betty Blue
Old King Cole
"I've lost my ball,"
A whale I am told
Blow, wind, blow!

Column II

lost her holiday shoe.
was a merry old soul.
said Charley All.
swallowed Jonah of old.
And go, mill, go!²

3. Word Guessing Game. The child guesses two words that he thinks the others have never seen. He then tells the ones he has seen.

pulley	galleys	pollen
wallet	ballet	tally
pillow	balloon	gallion ³

4. Little-Word Game. Place the list of words on the board. The child finds a little word in the bigger word.

<u>lately</u>	<u>lapdog</u>
<u>lukewarm</u>	<u>leaped</u>
<u>lucky</u>	<u>letter</u>
<u>longer</u>	<u>likely</u>
<u>loudly</u>	<u>lagoon</u>
<u>lengthen</u>	<u>leaven</u>

¹Stoddard, op. cit., p. 58.

²Nemoy and Davis, op. cit., p. 302.

³Ibid., pp. 293-94.

5. Echo Game. The teacher says each word three times. The child then repeats the word once after her.

film	pulp	bulb	cold
elm	valve	wolf	elk
helm	wealth	bolt	health ¹

Stories:

London Bridge is Falling Down

Early last fall two little girls by name of Lally and Lolly went to London. They lived in a lodge near London Bridge with a lovely old lady whom they called Aunt Lila.

One day Lally heard the little English children sing, "London Bridge is Falling Down," and she said, "Aunt Lila, did the London Bridge ever fall down?"

Then Aunt Lila said:

"A long, long time ago all the people in England were living very happily together. They were peaceful but jolly and lively. Then one day they learned that a large number of men had landed on the island and planned to seize London.

"While the English were very loyal to their country, and were willing to lay down their lives for England, they realized that they did not have enough people to defend their village.

"Late that night the powerful enemy came closer and closer to London and were ready to cross the Bridge when a tall blonde man called Olav came with his men to help the British. They quickly climbed under the bridge and placed ropes around the poles and pilings. Then they lowered themselves into their boats and Olav said, 'Pull, pull, pull.' So they pulled and pulled until they pulled the Bridge down. And of course the enemy could not cross the river.

"When the English saw the Bridge falling they were so grateful and happy they all sang:

London Bridge is Falling Down, Falling Down,
Falling Down,
London Bridge is Falling Down
My fair lady.

"Even the little children who did not know the words danced and sang gayly:

"Lah, lah lah lah lah lah
Lah, lah lah, lah lah lah
Lah lah lah lah lah lah
Lah lah lah lah."

"Oh look!" said Lolly. "There are some little girls outside singing it now. Listen!"

¹Ibid., p. 297.

"Lah lah lah lah lah
 Lah lah lah, lah lah lah
 Lah lah lah lah lah lah
 Lah lah lah lah."

"I wonder," said Lally, "if those little girls know what we know about the tall blonde man called Olav who helped save the country they love."

I think they did, don't you?¹

Lazy Lily

Uncle Leonard and Aunt Lena lived in a large house on the hill. With them lived their little niece, Lilly Lane.

One day Uncle Leonard said, "I just don't know what to do about that child. She is the laziest little girl I have ever seen."

"Indeed she is," said Aunt Lena. "She is late for school almost every day. She is a bold child, too. One of these days she will have a hard lesson to learn."

Lilly Lane overheard this and she laughed loudly. "I like lazy children," she said.

At lunch one day Aunt Lena said, "Lilly, your uncle and I are going to visit your Uncle Lee. We are planning to leave tomorrow morning at eleven o'clock, and you are to go with us."

Lilly clapped her hands and danced for joy. Uncle Lee had four lovely children. Lilly liked them all so much. Such fun as she always had at their home! That night she was so excited that she could scarcely sleep.

Early the next morning Aunt Lena called, "Come, Lilly, it is time to get up. Put on your new blue dress and your best black shoes. Please hurry, because I want you to go to the store for Mrs. Slade before we leave."

Now, Lilly didn't want to go to the store at all; so she dressed very slowly. Aunt Lena did not smile when she came down. "Lily," she said, "you will have to hurry. Go to Kittle's grocery and delicatessen store and buy eleven lemons, a head of lettuce, some salad dressing, and a bottle of olive oil. Do not loiter on the way."

Lilly pouted. She set off at a snail's pace. Aunt Lena, who stood watching her, could scarcely see her move. Lilly stopped to watch Lon fly his kite. Then she played with the yellow kitten for a while. She picked up pieces of broken glass-purple, violet, yellow and blue. These she put into her pocket. When the town clock struck eleven she smiled a naughty smile. "Aunt Lena and Uncle Lon can't start until I get home," she told herself.

¹Nemoy and Davis, op. cit., pp. 289-90.

At last she did reach home eleven minutes late, with her olive oil, her lettuce, her lemons and her salad dressing. But where were Uncle Leonard and Aunt Lena? She called and called, but heard no answer. Soon great tears splashed softly to the ground.

Mrs. Slado, the housekeeper, came out of the house. "Your Uncle Leonard and Aunt Lena left at eleven o'clock sharp. They will not return for several days. You and I will be here alone all that time."

So Lilly Lane learned that hard lesson—one which she will never forget. She has not been late for school once this term.¹

Story of the Telephone

A long time ago there was no telephone. When people wanted to talk to their friends, they couldn't dial a number, or call the operator and have her get the number. If a message was to be sent to someone in a far-away place, it had to be carried by a person. That person might have to walk many nights and days, or he might have to use the pony express, or ride a horse. It took a long time for people to find out when a little boy or little girl got sick. There was no way of calling the doctor; so parents had to go to his house or office to find him. When the farmer needed more men to help him plow his fields, he had to go after them. When mothers forgot to tell Daddy to bring home some milk, or some special groceries, she had to do without them unless she went to the store herself.

Life without telephones was very unpleasant at times, because many people lived very far away from each other. Letters took a long time too, because there were no airplanes to carry them quickly.

So for many years, scientists worked to build a telephone that could bring people's voices together. The man who finally invented the telephone was Alexander Graham Bell. The first ones were big, and when a person wanted to call a friend, he had to crank the telephone case. Then he'd hear the sound-ling-a-ling. (Have the children say it.) Now, all we have to do is dial a number, and we can talk to our friends in the next block or to grandma in a town that is many miles away. We can call all the countries in the world.

Telephones are lots of fun. Boys and girls like to use them. When Lemmie wants to call his friend Larry, to ask him to play ball with him, he calls him on the phone. The phone goes-ling-a-ling, ling-a-ling. (Have the children say the phrase together.) When Lucy wants to tell Lynette she got a new dress for her birthday, she dials a number and the phone goes ling-a-ling. The telephone saves us many steps, and sometimes saves our lives. It can bring us messages about danger-like tornadoes, or heavy snow; and it can

¹Wood, Sound Games, op. cit., pp. 72-74.

bring us messages about happy events-Larry is inviting us to his birthday party, Grandmother and Grandfather are coming to visit. So we all are happy that Alexander Graham Bell invented the telephone.

Questions based on the story:

1. Who invented the telephone?
2. How did people find out about things before the invention of the telephone?
3. Where do we find telephones today?¹

Books:

1. Daugherty, J., Andy and the Lion, New York, The Viking Press, Inc., 1938.
2. Fation, Louise, The Happy Lion's Quest, New York, Whittlesey House, 1961.²
3. Ola, by Ingri and Edgar D'Aulaire.
4. The Sleepy Little Lion, By Ylla.
5. Plink, Plink, by Ethel and Leonard Kessler.

Record:

1. Out of Doors, Young People's Records.³

S Sound

To make the "s" sound, the lips should be in a slight smile position, the teeth being nearly closed, the tongue hidden behind the teeth, and the vocal cords don't vibrate.⁴ Raise the sides of the tongue making a groove in

¹Byrne, op. cit., pp. 56-57.

²Stoddard, op. cit., p. 127

³Jones, loc. cit.

⁴Scott and Thompson, op. cit., p. 44.

the middle. Force air between the middle front teeth. Begin from the "t" sound position. Mirror work helps the child to see the correct position of the tongue.¹

The air stream should come from the tip of the tongue rather than the sides. Have the student blow through a soda straw and make it whistle. Then transfer this sound to vowel sequences.²

Nonsense Syllables:

sah	ahs	sahs
sa	as	sas
see	ees	sees
saw	aws	saws
soh	ohs	sohs
soo	oos	soos ³
sō	sī	sōō
ās	īs	ōs
āsā	īsē	ōsō
	īsī	ōsōōsō ⁴

Words:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Sally	Uncle Sam	blocks
Soda	pencils	ice
soap	policeman	mouse
salad	rooster	slice
sword	horseback	house
saw	whistle	grapes
scissors	iceman	goose
six	saucer	ducks
sails	bicycle	glass
celery	glasses	tulips
satchel	sausage	horse
Cinderella	listening	face ⁵
seal	acid	this
swam	lesson	vase
sip	missing	once

¹Jones, op. cit., p. 133. ²Rasmussen, op. cit., pp. 107-8.

³Nemoy and Davis, op. cit., p. 325. ⁴Jones, loc. cit.

⁵Stoddard, op. cit., pp. 63-64.

savo	peaceful	rico
scnd	aside	dates
say	rest	juice
sun	catsup	pass
sand	whispor	bass ¹

Sentences:

1. Let's all sing a few songs.
2. The small boy sat on the coats.
3. The time seems to go very slowly.
4. It stopped snowing about noon.
5. Sam didn't like the soup.²
6. Sister Susie is sewing shirts for sick soldiers.
7. Susan went skating with Buster and slipped on the ice.
8. Seven birds sang in the sun.
9. Six times six are thirty-six.
10. Nancy said, "How much does a bus ticket cost?"
11. I was in school yesterday.³

Poems and Jingles:

Seesaw

Sal sat on a seesaw-
 A seesaw, a seesaw.
 Sal sat on a seesaw
 All on a sunny day.

Sal sat on a seesaw-
 A seesaw, a seesaw.
 Sue sat on a seesaw
 And sang a song so gay.

Sal fell off of a seesaw-
 A seesaw, a seesaw
 Sal fell off a seesaw
 And down sat singing Sue.

¹Anderson, op. cit., p. 168. ²Jones, loc. cit.

³Anderson, op. cit., pp. 168-69.

To Sea

To soa, to soa, my sailor!
 Go sail a salty sea;
 Out on a tide at sunset
 And bring a song to me.

The Song of the Sailor

Then sing the song the sailor sang,
 Then sing the song of the sea,
 Of the salt, the sand, and the silver soil
 Which the seaman had sung to me.¹

Happy

Small Sally Smith,
 In a smart new smock,
 Smoothed out a wrinkle
 And went smiling around the block.

Poor Sam Sprat

Sam Sprat, though somewhat fat,
 Sprang up to get a sprig;
 And then he bawled, for down he sprawled.
 Poor Sam Sprat!²

The Wind Witch

A scrawny old wind witch scrambled out of a dream.
 We heard her screech, and we heard her scream,
 Scratch and scrape in the chimney stark
 That scrawny old wind witch who rode in the dark.³

The Race

Miss Goose and Miss Mouse
 Ran a race around the house.
 Said Miss Goose, "If I miss,
 I shall be hungry after this!"⁴

¹Wood, The Jingle Book, op. cit., pp. 70-71. ²Ibid., p. 75.

³Ibid., p. 81. ⁴Ibid., p. 83.

Just the Same

Puss in Boots, so nicely dressed,
 His hats, his mitts, and suits-well pressed;
 But when his is hungry, Puss eats Rats,
 Just the same as the rest of the cats.¹

At Home?

Who raps and taps, and taps and raps,
 Upon the trunks of trees,
 And looks for smooth fat grubs perhaps?
 A woodpecker, if you please!

Nectar

The honey bee sips and sips
 From the flower's scarlet lips.²

The Pixie's Ride

Six and sixty pixies,
 On a windy night so black,
 Rode six and sixty foxes
 Out to there and back.

But when those saucy pixies
 From the foxes tried to hop,
 Those sly and tricksy foxes-
 Well, they just wouldn't stop.

They whisked them through the thistles,
 And the thorns so sharp and wet;
 And if someone hasn't stopped them
 Why, they're just going yet.³

The Show-Off

Oh, listen to the awful fate
 Of Alexander Thistlewaite!
 And hear of Alex's sister Sue
 Who suffered long as sisters do.

¹Ibid., p. 86. ²Wood, The Jingle Book, op. cit., p. 91.

³Ibid., p. 94.

Now Alexander thought that ho
 Was just as cute as he could be.
 And showing off was his delight
 From early morn 'till late at night.

Poor Mrs. Thistlewaite grew sad,
 And Mr. Thistlewaite seemed mad;
 While Sister Susie sobbed and cried
 At pranks which brother Alex tried.

One dismal night when he would sleep
 They heard him scream, they heard him weep,
 In Sandman's bag he'd a trip begun
 With every sharp thing under the sun.

With teasels' burs and seasels' teeth,
 With whistles sharp and thistles' wreath
 With strings of wasps and scissors points,
 All sticking to his bones and joints.

And when at last he dumped him down,
 There Alex was in Show-Off Town
 Where everyone was sharp and keen
 And where no kindness e'er was seen.

Poor Alex learned his lesson well.
 Now all the Thistlewaites will tell
 Of Alexander's change of heart.
 No more he feels so extra smart.¹

This is the Gate the Steam Comes Through

This is the gate the steam comes through.

"s-s-s"

The steam can make a little song, too.

"s-s-s"

John can make it and so can you.

"s-s-s"

This is the place the sound must go.

"s-s-s"

Hold back your tongue, don't let it show.

"s-s-s"

Do it again, you soon will know.

"s-s-s"

The steam can sing a gay little song.

"s-s-s"

¹Ibid., p. 105.

Push hard with your breath; not make it strong.
"S-S-S"
Keep the gate shut; make the sound long.
" "

-Anna Carr¹

Splish, Splash, Splatter

Teacher: Raindrops falling all around,
 Making puddles on the ground.
All: Splish, splash, splash;
 Splish, splash, splatter.
Teacher: Five white ducks, with joyful quacks,
 Leave behind them muddy tracks.
All: Splish, splash, splash;
 Splish, splash, splatter.
Teacher: Across the barnyard, through the rain,
 Around the pond and back again.
 Splish, splash, splash;
 Splish, splash, splatter.
Teacher: For it doesn't matter at all you know,
 If a duck gets wet from head to toe.
 Splish, splash, splash.
 Splish, splash, splatter.²

Seven little sisters
Sitting in the sun,
Seven spelling lessons,
Nicely they have done.

-Pearl

So, se, si, so
Where did little Sambo go?
Sad, sad to tell
Little Sambo ran away
And fell down in a well.
-Averil

-Averil

Pussy Willow

I know a little pussy,
Her coat is silver gray,

¹ Scott and Thompson, *op. cit.*, p. 49. ² *Ibid.*, p. 57.

She lives down by the meadow,
 She never runs away,
 She's the nicest little pussy,
 She'll never by a cat
 Her name is pussy willow
 Now what do you think of that?
 -Kenneth L. Clark

It's the speech you use,
 And the smile on your face,
 That makes this room
 A pleasant place.
 -Dorothy

A Riddle

As I was going to Saint Ives,
 I met a man with seven wives.
 Each wife had seven sacks,
 Each sack had seven cats
 Each cat had seven kits.
 Kits, cats, sacks, and wives,
 How many were going to Saint Ives?
 -Mother Goose¹

Simple Simon met a pieman
 Going to the fair;
 Said Simple Simon to the pie-man,
 'Let me taste your ware.'

Said the pie-man to Simple Simon,
 'Show me first your penny.'
 Said Simple Simon to the pie-man,
 'Indeed, I have not any.'

As Tommy Snooks and Bossie Brooks
 Were walking out one Sunday,
 Says Tommy Snooks to Bossie Brooks,
 'Tomorrow will be Monday.'

Boats sail on the river,
 Ships sail on the seas;
 But clouds that sail across the sky
 Are prettier far than these.²

¹Stoddard, op. cit., p. 68.

²Anderson, op. cit., p. 169.

Sond a song to Sally,
 Sond a song to Sue,
 Send a song to Sammy;
 Ho will sing it too.

Then sing the song that Mother sang,
 That Mother sang today,
 Of the singing bird, the winging bird,
 That sang the round-de-lay.²

Seesaw, seesaw,
 Seesaw, sigh.
 Up went Simon
 And down went I.

Seesaw, seesaw,
 Seesaw so.
 See how up
 And down we go.

Seesaw, seesaw,
 Seesaw, say.
 Sing a soesaw
 Song today.

Secsaw, scosaw,
 Seesaw, see.
 Sing a seesaw
 Song to me.

Seesaw, seesaw,
 Seesaw, Sue,
 I'll sing a seesaw
 Song to you.³

Games:

1. I "See" Game. Hold up a mounted picture from a magazine. Have a contest to see who can name the most things in the picture beginning with an "s", The class can echo between pictures, "See, see, what shall I see?"⁴

¹Wood, Sound Games, op. cit., p. 37. ²Ibid., p. 41.

³Ibid., p. 39. ⁴Scott and Thompson, op. cit., p. 57.

2. Echo Game. The teacher repeats each word three times. The child repeats each word once after the teacher has said it three times.

see	saw	say	sow
sue	sow	sigh	soy

3. "S" Game. The teacher puts a large "S" on the board, and divides the class in two teams. Pupils alternate saying the "S" sound. If they make the sound correctly, they put a chalk dot on the part of the "S" belonging to their team. Each team begins at extreme ends of the "S" and tries to reach the center first. Keeping score adds interest.

4. Can You Remember Game. The teacher places the list of words on the chalkboard. After the child repeats each word three times, the teacher erases the words and asks the child to repeat the ones he can remember.

set	sob	sing	sold
sit	sup	save	seek
sat	said	sell	sail

5. Word Matching Game. The teacher places the list of words on the board. She says one of the underlined words. The child then points to and says the words like it on the same line.

<u>sour</u>	sour	set	sour	sit	sour
<u>sad</u>	sat	sad	sob	sad	sad
<u>silly</u>	silly	sup	silly	said	silly
<u>silky</u>	silky	sing	silky	save	silky
<u>sick</u>	sour	sick	soft	sick	sick
<u>sore</u>	sore	said	sore	sore	set
<u>soft</u>	sold	soft	seek	soft	soft
<u>safe</u>	sing	safe	said	safe	safe ¹

6. Rhyming Game. The teacher jumbles the words in column one and then asks the child which word in column two rhymes with a word in column one which

¹Nemoy and Davis, op. cit., pp. 325-26.

she gives. The child then says both words.

Column I

house
lease
moose
hiss
boss
pass
less
case
fuss

Column II

mouse
geese
goose
kiss
moss
bass
yes
base
bus¹

7. See, Hear, and Say Game. The words are said in pairs by the teacher as "thigh, sigh," and the child says it the same way. Attention should be attracted to the difference in the sound of the "th" and the "s".

thigh	sigh	thumb	sum
thick	sick	thought	sought
thin	sin	thane	sane
thaw	saw	thank	sank
think	sink	thong	song
thrill	sill	thwack	sack ²

8. Multiple Choice. One of the phrases in column one is said by the teacher and the pupil tells her what is listed in column two that can be bought at that place.

Column I

Men's Shop
Pet Store
Sport Shop
Ladie's Shop
General Store
Hardware Store

Column II

hats
rats
bats
boats
dates
meats

skirts
cats
skates
skirts
sunsuits
suits

boots
oats
suits
nuts
bits
nets³

9. Word Matching Game. The teacher says one of the underlined words. She then tells the child to point to and say the words like it that he finds

¹Ibid., p. 328.

²Ibid., p. 330.

³Ibid., p. 333.

opposite of or under the word she named.

<u>whispor</u>	respect	custom	Alaska	exhale
<u>postal</u>	whisper	custom	whisper	exhale
<u>catsun</u>	respect	postal	postal	exhale
<u>basket</u>	catsup	custom	Alaska	catsup
<u>taxis</u>	respect	basket	Alaska	exhale
<u>toaster</u>	taxi	Alaska	taxi	taxi
	respect	custom	Alaska	toaster

10. Which is larger?

ice box	or ice skates
snow flakes	or snow man
sealskin	or gas mask
seesaw	or sea coast
skyscraper	or seamstress
snowsuit	or swimsuit

11. Which is smaller?

pencil case	or gas pipe
post office	or scout master
suit cases	or soap stone
school master	or spy glass
salt box	or sauce pan
scouring soap	or soup spoon
smoke stack	or grocery store ¹

12. Which can be heard and which can be seen?

a dense forest	a soft answer
a rasping sound	a snow storm
a tossing boat	a sunny smile
a pleasing voice	a sweet song
a silk stocking	a soothing sound
a serious accident	a hissing goose

13. Missing Number Game. Write the following numbers. The child supplies the missing numbers and reads the entire group aloud.

, 7, and 8 , 67, and 68

16, 17, 18, and 19 70, 71, and 72

60, 61, and 73, , and 75

63, 64, 65, and 66 76, 77, and 78

¹Nemoy and Davis, *op. cit.*, pp. 335-36.

14. Rhyming Game. The child fills in the blank spaces in the rhymes with one of the words listed below. He then says the rhyme.

This little goose
Ran from a _____.

A bird built a nest
Then went to _____.

Can you guess
Who told _____?

They found a fox
In a six foot _____.

A girl named Gracie
Won the _____.

I gave my purse
To a pretty _____.

This little mouse
Ran in the _____.

When I say S
I hiss like _____.

this moose Boss race house rost box nurse

15. Big Sentence Game. The child is to make one big sentence by combining each group of three smaller sentences.

- I sold a seabass. I sold a salmon. I sold a sardine.
- I sold soap. I sold soda. I sold syrup.
- I saw the sand. I saw the sea. I saw a steamboat.
- I lost a pencil. I lost a spelling book. I lost a desk.
- I saw a seal. I saw a seahorse. I saw a snake.
- I sewed a sweater. I sewed a suit. I sewed a scarf.
- I saw a squirrel. I saw a stark. I saw a sparrow.¹

16. Occupation Game. Give a picture to the pupil representing each of the following occupations. He then tells something that each person does on his job.

I am a policeman.
I am a nurse.
I am a seamstress.
I am a sailor.
I am a singer.
I am a typist.

I am a seaman.
I am a student.
I am a minister.
I am a druggist.
I am a scout.
I am a secretary.

¹Ibid., pp. 340-42.

17. Tell What Game. Jumble the phrases in column two. The child makes a sentence by reading a phrase from column one and finding an ending for it from column two.

Column I

Up in the sky I saw
In the city I saw
In the country I saw
In the forest I saw
By the seaside I saw
In the park I saw

Column II

the sun and some smoke.
a skyscraper and a subway.
a sparrow and a squirrel.
snakes and elephants.
a sailing boat and a schooner.
a swing and a ferris wheel.¹

18. Conversation. The child uses his imagination and imagines what might happen before and after each one of these statements.

a. As we soared up into the sky we could see the lights that the lost men in the forest had made.

b. The first thing that he remembered in the hospital was the sweet face of a nurse, standing close beside his bed.

c. Sue and Sara stayed in an old farmhouse from 7 to 6 o'clock in the morning until the snowstorm subsided.

d. We decided not to attend the school on Seventh Street because we saw chalk marks on the outside of the school house and the sidewalk.

e. The interesting house is situated on two rocks by the sea.²

19. From the following suggestive words, write a story.

a. Sidney, baseball, school house, window

b. Lost boy, policeman, an excited sister

¹Ibid., pp. 344-45.

²Ibid., pp. 347-48.

Stories:

Timmy Teakettle

(Children help Timmy Teakettle when he is ready to speak in the story.)

Timmy Teakettle was very sad. He sat on the shelf with last

¹Nemoy and Davis, *op. cit.*, p. 350.

year's Christmas toys and waited and waited for the little girl who owned him to play with him. But she never did. Timmy felt that he should be kept full of water, hot water, so that he could blow off steam and make a fine teakettle sound... "ssssssssss," like that.

The shelf where Timmy sat was very close to the kitchon, and often Timmy could hear wator boiling. Sometimes it boiled loudly... "SSSSSS" ...in a big pot, and sometimes it boiled softly... "ssssss" ...in a little pot.

"How I wish that I could say 's', said Timmy Teakettle to himself. "I would make a lovely sound. It would sound just like a tiny whistle, very soft. It would be a pleasant sound that people would like to hear. I am sure that I could say 's' if someone would only fill me with water and put me on the flame to boil."

But no one paid any attention to Timmy Teakettle.

One day Timmy Teakettle decided to take matters into his own hands, or rathor, into his own spout, for Timmy did not have any hands. He knew that he had to have water before he could make a fine teakettle, but he thought that he would try, anyhow.

He took a big breath and puffed out his teakettle cheeks, but all that came out was a "shshshshshshsh".

Timmy felt disappointed, but "I'll try again," he said.

He took a deep breath and puffed out his teakettle cheeks, but all that came out was a "zhzhzhzhzhzh".

"Now I know that is not the right sound," said Timmy. "That is the sound the vacuum cleaner makes."

So, Timmy took another bit of breath and puffed out his teakettle cheeks, but all that came out was "thththth". (voiceless) "Oh, no! "That is the sound the old gray goose makes." And Timmy could have cried teakettle tears had there been any water inside him.

"I won't give up, though. I will try just once more." Timmy took a final great, big breath and puffed up his teakettle cheeks, but...but...but...all that came out was a loud "rrrrrrrr" that sounded like Red Rooster when he woke Timmy up each morning. Poor Timmy. He felt that he just had to make steam, but what was he to do?

One day the little girl decided to have a tea party for her dolls. She set out her little table with chairs for the dolls and for herself. She placed a white cloth on the table and then set out her shiny toy dishes. She made sandwiches and salad...but something was missing. There was nothing to put into the cups.

The little girl thought and thought. Then she looked around the room. She glanced at the toy shelf and there...there was Timmy Teakettle, holding his breath for fear that the little girl would not see him.

But she saw him and exclaimed, "I shall have tea."

She ran to the shelf, got Timmy down and dusted him off. She filled the teakettle with water from the spout in the sink and set

him on the stove. Timmy felt happy inside, because he knew that in just a few minutes he was going to be able to say something that he had been waiting a long time to say. The flame grew hot...and hotter...and Timmy began to go bubble-bubble-bubble-boil-boil...and he knew he was going to say something. So, he took a big teakettle breath and puffed out his teakettle cheeks and said...but, maybe you can guess what he said. That is right.

First he made a soft "sssss"...then a little louder "SSSSSSS"...and then a much louder "SSSSSSSSS."

Timmy Teakettle sat on the stove and sang and sang and sang and sang because he was so happy that at last he could make the teakettle sound.

Pretend that you are Timmy Teakettle and make a very soft "sssss". Take a big breath and make a long soft "ssssssss".¹

Sneezers

Come, mothers, fathers, sisters, brothers, uncles, aunts, cousins, neighbors, and friends. Hear the story of Sneezers, the spotted spaniel, the smartest dog in the city.

Sneezers knows many tricks. He sneezes once if he wants a drink of water, twice if he wants his supper, and three times if he wants to go out of doors.

He belongs to sweet Little Suzie Smith, and she loves him dearly. Every day Suzie and Sneezers walk six blocks to school. Sneezers carries Suzie's books in a bag. Sometimes in zero weather, Sneezers slips slyly into the schoolroom and sleeps under Suzie's desk until lunchtime. Often he stays outside and snoozes in the sunshine, but if Mrs. Smith is away Sneezers runs swiftly home and watches the house. He allows no one to walk up the steps of that house, unless he knows that person to be a friend. But no matter where he has been before, at dismissal time he always stands at the school gate waiting for Suzie to come out. When she does come out, he seizes her bag and off he trots, Suzie skipping along with him.

One day a terrible thing happened. Mrs. Smith was away and Sneezers was on guard at home. Several fire trucks thundered down the street. Suddenly Sneezers seemed to know that his little mistress was in danger. He raced to the schoolhouse. It was all in flames. As he reached the gate, the children in Suzie's class were just coming out. Suzie was not with them. At that moment Miss Sands, the teacher, missed Suzie.

"Oh, Sneezers," she cried in great distress, "go find Suzie." Sneezers bounded into the burning building.

Now, Suzie had been at the end of the line and as she was leaving she remembered her nice new sweater which she had left in the wardrobe, so she slipped back to get it. When she came out, clouds of smoke had swirled into the room, hiding the door. Poor Suzie

¹Scott and Thompson, op. cit., pp. 59-62.

did not know which way to go. She was almost blinded from the effects of the smoke. She beat with her fists against the walls and screamed for help. Just then Sneezers burst into the room. He seized Suzie's dress in his teeth and dragged her out of the building. Such a shout as went up when the crowd outside saw him!

Then Sneezers did a strange thing. He left Suzie with her teacher and disappeared again into the burning building. Many tried to stop him, but failed. In a few seconds, he was back again. Guess what he had in his mouth? Yes, it was Suzie's bag of books.

Now, do you agree with me that Sneezers is the smartest dog in the city?¹

The Lost Kittens and the Goose

One hot summer day in August Cinderella, Goldilocks and Black Sambo went to the country. They were passing through a small woods when they saw a little girl running toward them. She was sobbing as if her heart would break.

"What is the matter, little girl?" asked Goldilocks, and "Why are you crying?"

The little girl replied, "My name is Thelma and I have lost my kittens. Won't you please help me find them?"

"Yes, indeed we will," said Goldilocks, Cinderella and Black Sambo. Then they crept softly, softly through the grass, so as not to frighten the little kittens.

"Th Th Th Th."

"Listen," said Thelma, "I hear my kittens."

Then all the children answered "Th_____."

Just then they heard another sound "s_____. That is not my kittens," said Thelma.

"s_____."

"What a strange sound. What can it be?" asked Goldilocks.

"s_____."

"Must be a snake," answered Cinderella.

Closer and closer they crept.

"Oh, look Thelma," said Black Sambo, "it is not a snake, but it is a big goose and he is pecking your little kittens."

"Run Sambo and stop him," said Thelma.

As soon as the goose saw Black Sambo coming toward her she started to hiss "S_____, to frighten him, but Sambo was not afraid and grabbed the goose by the legs and carried her back to Thelma.

"S S S S S," went the goose.

"Oh, let him go, Sambo. He is so noisy," said Thelma.

The kittens were so glad to see Thelma that they promised, never, never to get lost again.

"Come," said Thelma, "Let's start for home. It is getting late."

Goldilocks, Black Sambo, Cinderella and Thelma each took a little kitten up in their arms and walked and walked until they were so

¹Wood, Sound Games, op. cit., pp. 58-59.

tired they could not go another step. They sat down on the grass to rest, so w-e-a-r-y that they could scarcely keep their eyes open.

"Cinderella," asked Thelma, "how do you suppose the big goose made that hissing sound, 'S____:?' " "I wonder if he-do-you-suppose-that-he-o-e," but she was already sound asleep, dreaming of a queer looking bird that looked like a goose but had teeth and whiskers like a kitten.

"S____," hissed the Goose angrily.

"Big Goose, why did you scare my little kittens?" asked Thelma.

"Because they were teasing me and trying to say S____," the goose answered.

"They were not really talking like you," said Thelma. "My kittens say 'Th____' and you say 'S____.' 'Th____' sounds something like 'S____' and is made something like it too, isn't it?"

"Almost, but not quite. That is a secret that only geese know."

"They look alike and sound alike to me," said Black Sambo. "Both of you blow your breath like this 'Th____' 'S____' don't you?"

"S____" said the Big Goose, "But that is only one of the ways that they are alike. The rest is a secret. I do not talk like a kitten."

"I won't believe you, Big Goose, unless you can prove it in a contest with the kittens."

"All right!" said the Big Goose. "But you will never guess the secret. However, let us start."

"Th____," began the kittens.

"S____," continued the goose.

"Oh!" whispered Sambo, so the goose could not hear, "I am learning the secret."

"What is it?" asked Thelma.

"When the kittens say 'th____' they do not close their teeth but when the goose says 'S____' she seems to close hers. Watch!"

"Th____" said the kittens.

"S____" said the goose.

"I have, I have it," whispered Sambo. "Just before the kittens say 'th' they put their tongues against their teeth, like this. Look! But when the goose says 'S____' she puts her tongue farther back, like this."

"Are you certain?" asked Thelma.

"Yes, I am," replied Sambo. "Let's watch for just two things that the goose does before she says 'S____'."

"What two things?" asked Cinderella.

"First," said Sambo, "You will notice that the goose puts her tongue back like this. Then she almost closes her teeth, like this. The rest is just like the kittens. She blows her breath like this, 'S____'. Now watch them carefully this time."

"Th____" said the kittens.

"S____" said the goose.

"Yes, yes," agreed the children. "The goose did put her tongue

back like this, then she seemed to close her teeth like this, and blow her breath, like this, 'S ____'. Goody! Goody! We have found out the secret."

"The contest is over," said the Big Goose. "Do you still think that the kittens and I talk alike?"

Sambo laughed and said, "I always knew you did not talk like the kittens, I just wanted to learn the secret-how you make 'S ____'."

"Well, well, I was only fooling you too," said the Big Goose. "It isn't a secret because snakes also know how to make 'S ____'."

Then Thelma laughed so hard at the big joke that she awakened. "Oh!" she exclaimed, rubbing her eyes. "What a dream! What a dream! Then she told Cinderella, Black Sambo, and Goldilocks all about it.¹

A Trip to Grandmother's House

When school was out on Wednesday, Sally and Stephen hurried home to see if Daddy and Mother were ready to leave for Grandmother's house in the far off city. They had to leave before supper, so that they would arrive at Grandmother's before midnight. It would be past Sally's and Stephen's usual bed-time when they got there; but since they didn't have to go to school the next day, they could sleep as late as they wanted.

The car was packed when they got home from school, so that all they had to do was to change their clothes. Sally put on a heavy skirt and sweater, just in case it got cold; and Stephen decided to put his boots in the car, too. Because they would have late supper at Grandma's they just had some soup and sandwiches.

When they finally got started, Daddy noticed that some light flakes of snow were falling. Everyone hoped the snow would stop, because the roads might become slick and Grandmother would worry about them. As they drove further, the sun began to set, it got dark, and the snow fell faster and faster. The lights from the car made the snow look almost like stars. Stephen and Sally watched it and were so happy, because it meant they could finally use the sleds they had left at Grandma's house. Daddy drove slowly because he didn't want to have an accident. For a while it was hard to see the road, because of the falling snow. Mother worried about how late it would be when they arrived at Grandma's. Once Daddy took a wrong road, and had to ask a policeman for directions. The falling snow made Sally sleepy; so she curled up in the back seat of the car, and went sound asleep.

Stephen didn't know what to do with himself. He couldn't read his books, because it was too dark. He couldn't talk to Sally because she had gone to sleep. Mother was helping Daddy to keep on

¹Nemoy and Davis, op. cit., pp. 322-24.

the right road. He decided to sing some of the songs he had learned in school. But his singing bothered Daddy who was getting tired of driving into the snow. Then he decided he was hungry; and because he complained about it so much, Daddy finally stopped and bought him an ice cream cone. Sally still slept in the back seat. After a while Stephen too dozed. His head dropped, and he had trouble keeping his eyes open. Mother suggested that he curl up like Sally. She promised to awaken him when they arrived at Grandmother's house.

It was long past midnight when Daddy pulled into Grandma's driveway. The lights were burning brightly though, because Grandma was waiting for them to arrive. As Daddy stopped the car, she hurried out in the snow to greet them. She helped Sally and Stephen to wake up; and with Daddy's help, she got them into the house. Mother brought in the small suitcases, and Daddy carried in the big one.

Sally and Stephen were still so sleepy that they didn't want any supper. So, they undressed with Grandma's help, and soon were in bed.

Because it was so late, Grandma had taken the teakettle off the stove many hours before. Now she put it on again, so she, Daddy, and Mother could have some hot tea before they went to bed. Daddy told Grandma about the snow, and how slick the roads became. As he talked, the teakettle began to boil. It went s---.s---. (Have the children do it too.) She hurried to take it from the stove.

Finally tea was ready. Mother helped to get the cups and saucers out of the cupboard for Grandma. Just as they sat down to drink their tea, Grandmother suddenly remembered that it was already Thanksgiving Day. They wished one another a Happy Thanksgiving, and Daddy kissed Grandmother and Mother again. Soon they tiptoed into the bedrooms where Sally and Stephen were already in dreamland. They tiptoed away. Soon they too were sleeping. They knew they had many things for which to be thankful, and particularly for being able to celebrate Thanksgiving as always with Grandmother.

Questions based on the story:

1. What were the names of the boy and girl in the story?
2. What did they eat before leaving for grandmother's house?
3. What kind of weather did they have?
4. What did Sally do after it got dark?
5. What did Stephen do?
6. What did his father buy him when he said he was hungry?
7. What did Grandma use to boil water for the tea?
8. What sound did it make as it started to boil?
9. What did Grandma remember as they started to drink their tea?¹

¹Byrne, op. cit., pp. 28-29.

Books:

1. Little Black Sambo, by Helen Bannerman.
2. So'm I, by Ted Key.
3. Socks, by Betsy Malgard Ryan.
4. Let's Find Skipper, by Jeffrey Victor.

Record:

1. Out of Doors, Young People's Records.¹

Th Sound

The "th" sound may be identified as the "thinking" sound. To make the "th" sound, place the tip of the tongue between the front teeth. Force air out between the tongue and the upper teeth. There is no tone from the vocal cords.²

The teacher whispers the sound to the child three times, th-th-th. The child repeats, then the teacher, then the child, etc. This procedure can be used until the sound is pure. After this, he is reading for ear training.³

Nonsense Syllables:

thā	thā	thī	thō	thōō
āthā	āthē	īthī	ōthō	ōthōō
āth	āth	īth	ōth	ōth ⁴

¹Jonas, op. cit., p. 30.

²Ibid., p. 125.

³Rasmussen, op. cit., pp. 106-7.

⁴Jones, loc. cit.

Words:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Theodoro	Dorothy	Ruth
thumb	cathedral	Keith
thirsty	Tom Thumb	bath
thirty	athlete	wreath
thorns	birthday	Beth
thimblo	toothbrush	booth
Thursday		mouth
Thanksgiving		path
thirteen		Edith
thumbtacks		tablecloth
thick-thin		teeth
Thank you		north-south ¹

Sentences:

1. I thought I saw Thelma buying some thread at the store.
2. Ruth usually thinks things out thoroughly.
3. Thirteen is just three more than ten.
4. Next Thursday Theodore will have his seventh birthday.
5. The player got three free throws at the basket.
6. My brother hurt his thumb when he picked up the thistle.²
7. On Thursday Beth said, "I think I will go downtown."
8. She saw Mr. Thorn, a blind man, selling thermometers near a booth.
9. Beth held her breath as Mr. Thorn started to cross Third Avenue.
10. Beth helped Mr. Thorn to Third Avenue through the north gate.
11. Mr. Thorn said, "Thank you, you are a very thoughtful girl."³

¹Stoddard, op. cit., p. 33.

²Anderson, op. cit., p. 183.

³Nemoy and Davis, op. cit., p. 233.

Poems and Jingles:

Imagine the window being open just a crack and a strong wind blows through

Th, th, th!
A thin wind blows
Right over the tongue
And straight to the front it goes.

Thumpity Thump

Thump! Thump! Thump!
Thumpity, thumpity, thump!
Thin Thelma Thayer fell down the stair.
Thumpity, thumpity, thump!

The Tinker

The tinker was a thinker and he said,
"Thanks for the tanks of thin tin.
If the tin had been thick, I couldn't hear the tick
When to make into watches I begin."

The Spring Song

'Twas three times three in the morning
As I threaded my way through the brush.
And I thrilled to the fairy music
From the throbbing throat of the thrush.¹

Little Theo, so they say,
And I think that it's the truth,
Pulled a thorn from Thelma's thumb
And she thanked the thoughtful youth.²

Throw three up, throw three down,
Throw three through a crack.
Throw three in, throw three out,
Throw three over and back.

¹Wood, The Jingle Book, op. cit., pp. 50-52.

²Nemoy and Davis, op. cit., p. 234.

Threee climbed up, three fell down,
 Threee ran through the garden.
 One was thick, two were thin,
 And none of them asked my pardon.

O Ruth, Ruth, Ruth
 O Baby Ruth,
 Open your mouth
 And show your tooth.

Beth cut a tooth.
 Ruth cut a tooth
 Both cut teeth today.

I think I'll thank Thelma for my thimble,
 I think I'll thank Thelma for my thread.
 I think I'll thank Thelma for everything.
 "Thank you," thought little Ted.¹

For healthy warmth in all the weather
 Some birds build nests with snug warm feathers,
 Feathers thick and feathers thin,
 With thick without, and thin within.

Bertha sews with thin thread,
 Martha sews with thick,
 For Bertha sews a thin silk scarf,
 But Martha sews a smock.
 So Bertha sews with thin thread,
 Though Martha uses thick.

Thirty thousand thoughtful boys
 Thought they'd make a thundering noise,
 So with thirty thousand thumbs,
 They thumped on thirty thousand drums.²

Thinkery, thinkery, than,
 I like my bread with jam.
 Thinkery, thinkery, thum,
 Now I shall give you some.
 -Pearl

¹Wood, Sound Games, op. cit., pp. 29-30.

²Anderson, loc. cit.

"Fifths" are hard to say;
 A nimble tongue they need;
 And "sixths" and "sevenths" and "eighths" and "ninths"
 Are very hard indeed.

-Rodney Bennett

Jack and His Cap

This is the cap that Jack wears.

This is the cloth
 That made the cap that Jack wears.

This is the wool
 That wove the cloth
 That made the cap that Jack wears.

This is the sheep
 That wore the wool
 That wove the cloth
 That made the cap that Jack wears.

This is the farmer
 That shears the sheep
 That wore the wool
 That wove the cloth
 That made the cap that Jack wears.

This is the boy
 That wears the cap
 That was made from the cloth
 That came from wool
 That grew on sheep
 That the farmer sheared.

-Alberta Munkres¹

Gray Goose

Gray goose, gray goose,
 What do you say?
 I say, "th...th..."
 Many times a day;
 'th...at a rooster,
 'th...at a hen,

¹Stoddard, op. cit., p. 38.

And 'th...at any boy or girl
 That comes near my pen."
 Gray goose, gray goose,
 Of what use are you?
 "My feathers make fine pillows;
 Would my lady like a few?"

I Hear It

I hear it in thumb, but not in arm,
 I hear it in thimble, but not in farm,
 I hear it in bathtub, but not in door,
 I hear it in three, but not in four,
 I hear it in thread, but not in bat.
 I hear it in toothbrush, but not in cut.
 I open my teeth,
 Let my tongue peek through.
 I hear it again
 In through...did you?

The Song of the Cricket

I heard a cricket sing this song:
 "Thumb, thumb, thumb."
 He sang and sang the whole night long.
 "Thumb, thumb, thumb."
 I tried to find him everywhere,
 "Thumb, thumb, thumb."
 In the closet, under a chair.
 "Thumb, thumb, thumb."
 I waited till the break of day,
 "Thumb, thumb, thumb."
 But then the cricket hopped away.
 "Thumb, thumb, thumb,
 Thumb, thumb, thumb, (softer)
 Thumb, thumb, thumb." (softer)

The children repeat the word thumb when the teacher holds up her thumb.¹

¹Scott and Thompson, op. cit., pp. 70-71.

Thickery, Thackery, Thumb

There once was a small boy who made so much noise
That his mother cried, "Oh," when he played with his toys.

All: Thickery, thackery, thumb.

He tooted his horn and he thumped on his drum,
Till the neighbors all wished that his bedtime would come.

All: Thickery, thackery, thumb.

He talked all the time and he would not sit still
And he said, "I will not," instead of "I will."

All: Thickery, thackery, thumb.

Now as you may have guessed, all his pets ran away
And his playmates would call, but they never would stay.

All: Thickery, thackery, thumb.

His toys were all broken so what did he do?
He sat down and thought for an hour or two.

All: Thickery, thackery, thumb.

Then up the stairsteps and to bed he did creep.
Before you could count to ten, he was quickly asleep.

All: Thickery, thackery, thumb.

Next day he was quiet, still as a mouse.

Mother said, "Why, a different boy's in our house.

All: Thickery, thackery, thumb.

And what really happened, I'll leave it to you,
When he sat down and thought for an hour or two.

Thickery thackery, thumb.¹

Games:

1. Guessing Game. The person who is "it" thinks of an object within a certain area. The others take turns guessing, asking the question each time, "Is the thing you are thinking about...?"²

2. Guess the answers to the riddles. The answers have the "th" sound in them.

- a. What number comes after two?
- b. When you get dirty, what do you take?
- c. What do you call the noise in the sky when it is raining?

¹Ibid., p. 74.

²Hahn, op. cit., p. 40.

- d. What does Mother wear on her finger when she sews?
- e. What finger is this? (Hold up your thumb.)
- f. When someone gives you something, what do you say?
- g. What helps us chew our food?
- h. What day comes after Wednesday?
- i. What does Mother put in our mouths to get our temperature when we are sick?¹

3. Word Touching Game. The teacher calls on the pupil to tell which words are above, below, or on the same line as the word she gives.

healthy	mythology	monthly	lengthy
worthless	truthful	birthday	nothingness
wealthy	Gothic	northwest	filthy ²

4. See, Hear, and Say Game. A pair of words is said by the teacher and repeated by the student.

thick and thin	mouth and teeth
Theo and Thelma	north and south
thorn and thistle	Edith and Ruth
thimble and thread	fourth and fifth
thigh and thumb	length and width ³

Stories:

Thumiken and Her Three Little Kittens

Once upon a time there was a little girl whose name was Thelma. She had a beautiful cat named Thumiken. Now Thumiken had three kittens called Thippy, Thibby, and Thimmy.

One day a big dog named Theo ran after Thumiken and her kittens while they were taking a bath. The kittens were so terrified that they ran quickly to their mother.

¹Stoddard, op. cit., p. 117.

²Nemoy and Davis, op. cit., p. 231.

³Ibid., p. 233.

Thumiken was not the least bit afraid and said, "Just watch me," and then she opened her mouth, showed her teeth and said, "Th, Th, Th," and the dog ran away as fast as he could.

But the kittens said, "If you had not been here, Mother, Theo would have hurt us. Won't you show us how to frighten him away if he comes again?"

Thumiken said perhaps she would help them on Thursday.

The next day while Thelma was walking in the garden, she heard a faint "Th, Th, Th."

"Perhaps Theo is chasing Thumiken again," thought Thelma, as she heard again, "Th, Th, Th."

Then she saw Thumiken and her three little kittens, Thippy, Thibby, and Thimmy, hiding among the thick bushes in the garden.

What do you think they were doing? Thumiken was showing them how to frighten dogs away. She was saying:

"Now if a big dog chases you, just open your mouth and show your teeth, like this. Raise your tongue, like this, and say 'Th'.

"Isn't that thoughtful of Thumiken," thought Thelma, as she watched the kittens saying, "Th, Th, Th."¹

The Lost Thimble

Katy Kitten liked to sew. She made her own dresses. She even made her own hats. Always she carried a purse, and in that purse were thread and a thimble.

One day, just as she was ready to sew seams, she found that her thimble was gone.

"Oh, dear," sighed Katy Kitten. "I cannot sew without a thimble. What shall I do?"

She searched and searched and while she was searching, Old Mother Hubbard came along.

"Will you help me find my thimble?" asked Katy Kitten.

"Yes," answered Old Mother Hubbard, "if you will help me find my poor dog a bone."

Katy Kitten found the bone in a hurry and Mother Hubbard said, "Go home and look under the bathtub. No thimble was there. Since she was already in Mother Goose land, Katy Kitten decided to ask Bo Peep about the thimble. She said, "Bo Peep has lost her sheep many times and she always found them. Perhaps she can help me to find my lost thimble."

Bo Peep was very sad because she had lost her sheep again.

"Please, Katy Kitten, will you help me find my sheep?" she asked.

"If you will help me find my thimble," replied Katy Kitten.

Of course the sheep were found in no time at all.

Bo Peep whispered, "Go home and look under Father's desk. Your thimble may be there."

Pitty-pat-pat-away went Katy Kitten to look under Father's desk.

¹Ibid., p. 229.

No thimble.

"Oh, oh, oh!" sobbed Katy Kitten.

"Why, what is the matter?" asked Jack Horner who was passing by.

"My thimble is lost. Please help me find it," pleaded Katy Kitten.

Jack Horner said, "If you will help me find a plum for my Christmas pie, maybe I can help you."

Katy Kitten ran to the orchard and brought a plum to put into the Christmas pie. Jack Horner pulled it out with his thumb. Then he said softly, "Look behind the red spool of thread."

Katy ran to the spool of thread and looked all around it, to the north, to the south, to the east, and to the west. No thimble was there.

Miss Muffet was sitting on a tuft of grass and she was very much excited.

"Please scare away this big spider," she cried.

"I will, if you will help me find my thimble," said Katy Kitten.

"Oh, yes," said Miss Muffet, "I will. Only please hurry!"

Katy Kitten made the spider run very fast and Miss Muffet whispered, "Just look under Baby's thumb."

Baby was sleeping soundly and Katy Kitten lifted her thumb carefully. But no thimble!

Well, there were a few more Mother Goose people to ask. One was Simple Simon.

When Katy Kitten told him about the lost thimble, he said, "Please give me a penny so that I can buy a pie."

Katy hurriedly found a penny for Simple Simon. He said, "Look under Brother's bicycle."

Alas! No thimble.

Along came Mary with the lamb trotting behind her.

"I thought I heard you crying," said Mary. "How can I help you?"

"My thimble is lost," sobbed Katy Kitten.

"Never mind," comforted Mary. "I see three chairs. Look under each of them and perhaps you will find your thimble."

"Thank you," said Katy Kitten. One, two, three. No thimble. Jack and Jill were coming up the hill.

"This pail is heavy," they said. "Will you help us carry it?"

"Gladly," said Katy Kitten.

All three of them carried the pail of water from the top to the bottom of the hill.

"Now, will you help me find my lost thimble?" asked Katy Kitten.

"Surely," said Jack and Jill. "Look under the bathroom scales."

Scurry, scurry went Katy Kitten. But no thimble was under the bathroom scales.

By this time Katy Kitten was becoming tired and sleepy. It was getting dark and she longed for her soft blanket.

"Ho, hum," yawned somebody, and looking around Katy Kitten spied Willie Winkie. He was walking along the street carrying a lantern.

"Ho, hum," he yawned, "what are you doing here? You should be in bed asleep."

"My thimble is lost," said Katy Kitten in a wee tired voice.

Willie Winkie yawned once more. Then he said slowly, "If I help you find your thimble, will you promise to go home and snuggle under your blanket until the sun comes up?"

"Yes, yes," said Katy Kitten anxiously.

"Then," said Willie Winkie, "look for your thimble either behind your right or your left ear."

Katy Kitten ran home and she looked behind her right and THERE IT WAS!¹

The Three Thirsty Thrushes

Have you ever heard the story of the three thirsty thrushes? Let's sit down together and I'll tell it to you.

Thelma and her little brother Theo lived on Thirty-third Street. At the end of Thirty-third Street there was once a nest with three young thrushes in it. These thrushes were always hungry. Father Thrush and Mother Thrush had to work very hard to feed them. Every day Theo and Thelma went down to watch them. It seemed as if the three thrushes' mouths were always wide open, begging for food. The three thrushes grew very fast, and one day the children found the nest empty; but the three young thrushes were flying about the thicket.

Now, in the yard of the house next to the thicket, there was a birdbath. Every morning those three thrushes, with their father and mother, flew down to bathe in the cool water. On hot days they went many times and thrust their beaks deep into the water for a drink. Ruth Thayne owned the bath, and she carefully filled it every morning.

Fall came, and all five of those thrushes flew away to the south. They did not come north again until the next April.

One evening in the late spring, Thelma and Theo heard music which they were sure came from Fairyland. They went on tiptoe to the thicket. There were all three of those thrushes, singing as if their throats would burst. The children ran to call their brothers and the other children on the block. After that, every night, all the children would steal down to the thicket to listen to the three young thrush singers.

Then came a week of very hot weather. One night there was no song in the thicket. The children were worried, for they thought that some harm had come to their thrushes. Presently they found them in the thickest part of the thicket, with drooping wings and open mouths. What could have happened? What was the matter?

¹Scott and Thompson, op. cit., pp. 75-78.

The children thought and thought. Then Thelma said, "I know. The truth is that Ruth Thayno has gone away and there is no water in the birdbath." Thelma was right. There was not even a thimbleful of water there. In fact, it was quite dry.

You may be sure that almost in the time it takes to tell it, the birdbath was brimming full of cool, sparkling water, and before the children left the yard, those thrushes were bathing there again.

Never again, while the birds were in the thicket, was that birdbath dry.¹

Thumperina and the Prince

This is the story of how Thumperina came to live on Thousand Island. When she was out playing one day, she thought about all the things she'd love to eat—carrots, and lettuce, and eggs, and milk. The longer she thought about these things, the hungrier she got. So, she decided to leave her house in the center of the tree, and take a path that would take her to a strange land. As she hopped along the path, her tail thumped and thumped. Soon she was going faster and faster. Both her ears were flapping in the wind as she traveled south. She passed her friend, Mr. Thrush, who said to her: "I think you must be in a hurry. Where are you going this fine Thursday morning?"

"I'm going to find something to eat, Mr. Thrush. Would you like to come along?"

"No, Thumperina, I think it's going to rain; so I'm going to stay here in my nest."

Thumperina looked up at the sky, but she thought that Mr. Thrush was imagining things. She continued to hop along, and as she went, she sang:

Thumperina, Thumperina, hurry along.
Find some lettuce before it's gone.

Soon the sky became dark and she felt some raindrops on her face. In a little while, she saw the lightning, and she heard the thunder. She became frightened. She ran so fast that she fell into a big hole. Nothing that she did helped her to get out. All she could do was thump, thump, thump, with her tail. She thought: "Maybe someone will hear me."

All night Thumperina had to stay in the hole, and she had thumped so hard that she couldn't thump anymore.

But up in his castle the handsome prince Thaw Thaw had heard the strange noise. He thought of everything that could make the noise, but he couldn't find it. In the morning he went out of his castle on Thousand Island, and started to look for whatever had made the

¹Wood, Sound Games, op. cit., pp. 33-34.

strange sound. Thumperina tried to thump again, but it was so weak! Prince Thaw Thaw heard it, though, and he ran to the hole, and picked up Thumperina.

"Oh, you poor thing! You've hurt your foot. I'll take you to my castle, and bandage your foot. You won't be able to hop for a long time. But I'll find all the things you like to eat, and you can stay with me till you can hop again."

Many days went by. First it was Friday, then Saturday, and finally it was Thursday again. Prince Thaw Thaw and Thumperina became such fast friends that when the Prince invited her to stay in his castle, she said: "Thank you, I'd love to stay here on Thousand Island." And so the two lived in the castle. Thumperina was able to hop about, and she found all the carrots and lettuce she could possibly eat. She and Prince Thaw Thaw took many trips together on Thousand Island.

Some people say that they still are living happily in the castle of Prince Thaw Thaw. Once in a while boys and girls hear the thump, thump, of Thumperina's tail, and they know she is hopping about and finding all kinds of things to do with Prince Thaw Thaw on his island.

(Have the child tell the words that have the "th" sound in them.)¹

Books:

1. Anderson, H., Thumbelina, New York, Charles Scribner's Sons, 1961.
2. Fatio, Louise, The Three Happy Lions, New York, Whittlesey House, 1959.
3. Scott, Louise B., and J. J. Thompson, "Thumpy" from Talking Time, St. Louis Mo., Webster Publishing Co., 1951.²
4. Jonathan, by Sally Scott.
5. The Three Little Horses, by Piet Werm.

Record:

1. Mary Doodle, The Children's Record Guild.³

¹Byrne, op. cit., pp. 111-12; 115.

²Stoddard, op. cit., p. 127.

³Jones, loc. cit.

Ch Sound

The "ch" sound is like that of a train chugging fast. Bring the tongue up to the roof of the mouth as if saying "t" and bring it down again quickly and then say "ch, ch."¹ The sound should explode from the mouth and not from the nose. The child may need to hold his nose till the air direction is correct.

Nonsense Syllables:

chā	chō	chī	chō	chōō
āch	ōch	īch	ōch	ōōchōō
āchā	ēchō	īchī	ōchō	ōōchōōō

Words:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Charlie	Archie	church
chin	handkerchief	Scotch
chalk	pitcher	peach
chipmunk	kitchen	pitch
churn	matches	witch
children	lamb chops	reach
churn	Scotchman	punch
children	watches	catch
checks	teacher	watch
chocolate	patches	coach
chain	archer	Dutch ³
cheese		
chimney		
chasing		

Word Differentiation Drill:

shoe-chew	dish-ditch
ship-chip	wish-witch
sheep-cheap	cash-catch
shin-chin	crush-crutch ⁴

¹Van Riper and Butler, op. cit., pp. 77-78.

²Jones, op. cit., pp. 131-32. ³Stoddard, op. cit., p. 95.

⁴Scott and Thompson, op. cit., p. 141.

Sentences:

1. He eats a cherry each day.
2. You shouldn't chew on matches.
3. He ate lunch on the bench.
4. The children went to the beach.
5. I like to watch the tennis match.¹

Poems and Jingles:

"Chirp, chirp, chirp," chirped the chicken;
 "Cheo, chee, chee," sang the bird;
 "Chug! Chug! Chug!", went the engine;
 But the child said not a word.

Cheery, cheery, chipmunk,
 Chock-full of fun,
 Children love to watch you
 Chatter and run.

You're not very chubby,
 You're not very tall,
 And you live in a chink
 In the old stone wall.

Let us watch the chickens hatch,
 Chickens hatch, chickens hatch,
 Let us watch the chickens hatch;
 It is lots of fun.

Charlie bought a chicken,
 Charlie bought chops,
 Charlie sang, "Cheer-e-o!"

Charlie ate cherries,
 Charlie ate cheese,
 Charlie moaned, "Dear-e-oh!"

¹Jonos, op. cit., pp. 131-32.

When you put on patches, be sure of matchos,
 Or you'll be a sorry child;
 For there'll come witches to watch your stitches,
 Witches both wicked and wild.

They'll fly o'er chimneys, they'll fly over churches,
 They'll catch on branches of birch.
 When come the chances, to the house each dances,
 On the backs of chairs to perch.

If your stitches are crooked, if your stitches are long,
 Such mischiof those witches will do!
 They'll prick your fingers till a big tear lingers,
 And they'll break your thread in two.¹

The chickadee chirped in the cherry tree
 "Cheer up, cheer up, chee, chee"
 The chipmunk sat listening with joyful glee
 "Cheer up, cheer up, chee, chee."²

Chee! Choo! Chug!
 "Chee, chee, chee," sang the chickadee.
 "Choo, choo, choo!" said the train.
 The train went chug, chug, up the track
 And the chickadee sang again.

Chatting

With Chinky Chink, the Chinaman,
 The children liked to chat.
 They sit on chests and chairs
 While Chink sits on a mat.

And Then-

A peach on the branch in the orchard,
 A child on the bench below.
 A ditch filled with muddy water.
 A stretch, a splash, and OH!³

¹Wood, Sound Games, op. cit., pp. 63-65.

²Nemoy and Davis, op. cit., p. 399.

³Wood, The Jingle Book, op. cit., pp. 111-12.

Tho Train

Listen to the choo choo train,
 "ch, ch, ch-ch-ch,"
 Go down the track and back again,
 "ch, ch, ch-ch-ch,"
 Sometimes fast, sometimes slow,
 "ch, ch, ch-ch-ch,"
 It takes you where you want to go,
 "ch, ch, ch-ch-ch,"
 Now it's chugging up a hill!
 "CH, CH, CH-CH-CH!"
 Now it's stopping, Whoa Bill,
 "ch, ch, ch-ch-ch,"
 "ch, ch, ch-ch-ch," (softer)
 "ch, ch, ch-ch-ch." (softer still)

On the poem "The Train", have the child make the train sound when the teacher signals.¹

Chug! Chug! Chug!
 Honk! Honk! Honk!
 Who wants a ride?
 I! I! I!
 Jump in!
 Away we go!
 Chug! Chug! Chug!
 Honk! Honk! Honk!
 -Ethel

A little green bird sat on a fence rail
 Chee-choo, chec, choo, chee!
 Its song was the sweetest I ever heard;
 Chee-choo, chee-choo, chee!

Little Toyland of the Dutch

Away, away off, cross seas and such
 Lies the little flat land of the Dutch,
 Dutch, Dutch.
 Oh, that little toyland-I like it much,
 That prim little, trim little, land of the
 Dutch.

-Anonymous

¹Stoddard, op. cit., pp. 81-82.

Switch! Twitch!
 With a lurch,
 Flopped the bird from his perch;
 As he spread out his wings,
 And set forth on his search,
 His search.
 Switch! Twitch!¹

The Surprise

Solo: Robin Redbreast sat in a tree,
 All: Chee, cheo, chee,
 Chee, choo, chee.
 Solo: Singing a happy song to me.
 All: Chee, chee, chee,
 Chee, chee, chee.
 Solo: "Surprise, surprise," he seemed to say,
 All: Chee, chee, chee,
 Chee, chee, chee.
 Solo: "My mate is hatching some eggs today."
 All: Chee, chee, chee,
 Chee, chee, chee.
 Solo: I'll tell you a secret, if you won't tell:
 Four baby robins popped out of the shell.
 I sat just as quiet as quiet as could be,
 As Robin sang, "Chee, chee-chee, chee-chee."²

Games:

1. Echo Game. The teacher repeats each word three times, followed each time by the child saying the word once.

chair	chin
chick	cheek
child	chum
chain	chub ³

2. Rhyming Game. Find a word from the ones listed below that rhymes with each horizontal line of four words.

¹Ibid., p. 101.

²Scott and Thompson, op. cit., p. 143.

³Nemoy and Davis, op. cit., p. 389.

itch	ditch	pitch	switch	
match	patch	thatch	hatch	_____
otch	wrotch	strotch	fotch	_____
Dutch	hutch	clutch	crutch	_____
notch	blotch	watch	splotch	_____
stitch	catch	sketch	much	scratch

3. Can You Remember Game. The child repeats each word three times.

They are then erased and the child tells the ones he can remember.

beachcs	reaches
peachos	teaches
couchcs	touches
pouches	bleaches
	preaches

4. See, Hear, and Say Game. The teacher says the words in pairs and the child repeats his pair after her. Special attention is given to the difference between the "ch" and "sh" sounds.

ship	chip	shore	chair
shcep	cheap	shear	cheer
shoc	chew	sheaf	chief
sheet	cheat	shoot	chute
shop	chop	shuck	chuck
shore	chore	shick	cheek ¹

5. Classification Game. Which group of words is related to the following words? (1) sandwiches (2) church (3) vegetables (4) games (5) hole (6) fruit (7) face (8) trees (9) birds (10) animal

- a. cheese and chicken
- b. chimes and chapal
- c. chess and checkers
- d. chives and chard
- e. ditch and trench
- f. peaches and cherries

¹Ibid., pp. 393-94.

- g. chin and cheek
- h. birch and beech
- i. finch and screech owl
- j. fitch and chipmunk

6. Jumble Sentence Game. The sentences are to be jumbled and the child places them in correct sequences.

- a. A little child went to an orchard.
- b. He searched and searched until he found a cherry tree.
- c. Then with his hatchet he chopped and chopped.
- d. "Chop, chop, chop," the chips flew and the cherry tree fell.
- e. "Each little branch will make a fine switch," thought the little child.
- f. That night the wretched child said, "I chopped down the cherry tree with my hatchet."
- g. Who was the child?

7. Rhyming Game. Fill in the blanks of the rhymes with a rhyming word chosen from the words below the rhymes.

A rabbit named Dutch
Lived in a _____.

A girl named Blanche.
Lived on a _____.

We lighted the porch
With a flaming _____.¹
hutch ranch torch

Stories:

Chitter Chatter

Chitter Chatter, the squirrel, was a busy little fellow. He

¹Ibid., pp. 396-99.

could run up a tree faster than you could say "tick." All day long, he dashed here and there, talking constantly with his chitter chatter, chitter chatter. He was never still for one minute and he was always hiding nuts where he thought no one would find them.

One day, when Chitter Chatter went to find the chestnuts which he had hidden at the foot of the cherry tree in the orchard, he discovered that they were gone.

Chitter Chatter became very much excited and he began to run around and around in circles. But when the circles made him dizzy, he sat down to rest and to think.

"Where could those chestnuts be?" thought Chitter Chatter.

He had gathered them that very morning from the chestnut tree. Then he had run lickety-clip to the orchard to hide them in what he thought was a safe place.

The more Chitter Chatter thought about the chestnuts, the more puzzled he became.

Then Chaddie Chipmunk came along.

"What is the matter, Chitter Chatter?" asked Chaddie.

"Oh, Chaddie Chipmunk,

I hid my chestnuts over there.

Now, I cannot find them anywhere."

"Go look under the birch tree," advised Chaddie. "Perhaps you hid them there by mistake."

Chitter Chatter rushed over the birch tree, but the chestnuts were not there.

Soon Chee Chee Robin flew by. "Why are you sobbing, Chitter Chatter?" he asked.

"Oh, Chee Chee Robin,

I hid my chestnuts over there.

Now, I cannot find them anywhere.

I looked behind the birch tree,

But I did not find my chestnuts there."

"Perhaps you hid them behind the peach tree," said Chee Chee Robin.

Chitter Chatter looked, but the chestnuts were not behind the peach tree.

As Chitter Chatter continued to sob, along came Chirp Chirp Chick-en. "You look very sad, Chitter Chatter," said Chirp Chirp. "May I help you?"

"Oh Chirp Chirp Chicken,

I hid my chestnuts over there.

Now, I cannot find them anywhere.

I looked behind the birch tree and the peach tree,

But I did not find my chestnuts there."

"I have an idea," suggested Chirp Chirp. "Why don't you look in the kitchen? Perhaps someone hid them there to tease you."

So Chitter Chatter crept through a hole in the kitchen screen and looked all over the kitchen. There was not one chestnut to be

found. Just as he was trying to crawl back through the scroen, some children saw him.

"Oh, a squirrel," they cried. "He would make a wondorful pot. Let us catch him." So they caught Chitter Chatter and put him into a cage.

Chitter Chatter was so unhappy. He would never be able to run and play again. He was sorry that he had ever gone into the orchard to hide his chestnuts.

Suddenly, he saw the children coming toward the cage with something in their hands. "Here are some chestnuts, little squirrel. We found them at the foot of the cherry tree in the orchard. We have been waiting for you to come along, for we know how much you like chestnuts."

Chitter Chatter had his chestnuts after all. But the story does not end there.

The kind mother of the children came into the room and saw Chitter Chatter. "What a dear little squirrel!" she exclaimed. "But he shouldn't be shut up in a cage. A squirrel should have his freedom. Why do you not let him run back into the woods?"¹

The children let him out, of course, and away he scampered. The next day, however, Chitter Chatter was right back again begging for nuts. Any why? Because the children were his friends. He never hid another nut as long as he lived, for the children took good care of him.

The Shadow Children and the Train

For a long, long time after the shadow children had been frightened by the owl they did not go out, but one warm summer morning they followed Nash, Dash, and Sash to an old orchard to pick some cherries.

They heard the robins singing:

"Cheer up, Cheer up, Cheer up, Chee Chee

Ripe cherries, ripe cherries

Ripe cherries for me."

The children called out, "Cherrio!" to the robins and went on. After walking for what seemed miles and miles they came to a railroad track.

"Let us watch the trains go by," said the boys.

The shadow children crept into a ditch close to the tracks so that they could hear the trains say, "CH! CH! CH!"

"Here comes a long train," said Hosh; "I wonder how many times it will say, "CH!"

"Let's count," said Hush, "Here it comes." "CH! CH! CH! CH! CH! CH!"

"I counted five," said Hosh.

"I counted six," said Hush.

¹Scott and Thompson, op. cit., pp. 146-47.

"Look how slowly this next train is coming," remarked Hosh.
 CH! CH! CH! CH!

"The train has stopped and there go the boys," cried the shadow children. "Quick, we must go with them."
 "CH! CH! CH! CH!" went the train, as the shadow children shouted with glee and followed Dash, Nash, and Sash on the train.

When the shadow children got on the train, they met their old chum, Chubby Chipmunk. Hosh sat down in a chair close beside him for a chat.

"Won't you have some lunch?" asked Chubby. "Here are some nice cheeso sandwiches, some cherries, some chestnuts, and some peaches, and we also have some chicken and chocolate. Which would you like first?"

"Chicken," replied the shadow children.

They were all so busy talking and eating their lunch that they did not notice that the train had stopped until the conductor came through the coach and said, "Stay in your seats, children, the train will go in a minute."

"Let us go to the front of the train and watch what happens when the train starts," said the children.

"When it starts to get up steam it says, 'S', said Hosh.

"Then when it starts to go it says, 'SH!'" said Hish.

"And then when it goes very fast it says, 'CH! CH! CH!', " said Hush. "Listen."

S SH CH!
 Off we go S SH CH! CH!
 CH! CH CH!

"I believe the train is slowing down again," said Hish.

"It has stopped," replied Hush. "Looks as if it cannot get started."

S SH CH! CH! CH!

"It has stopped again, must be something wrong. It's trying again."

S SH CH! CH! CH!

"Oh! Look," exclaimed Hish, "They are giving it some water, no wonder it stopped. We're off."

S SH CH! CH! CH! CH!

"Chevy Chase," called the conductor after awhile.

"Come on Chubby, we're getting off here," shouted the shadow children. "Keep close to Nash, Dash, and Sash so that we can hear the train say, "S SH CH!"

"Good-bye train," they called but the train only answered, "S SH CH!"

Another train soon came along to take Nash, Dash, and Sash home, and the shadow children followed them very closely.

Again they sang with the train. "CH! CH! CH!"

"This is a much better train than the other," said Hish.

"Why?" asked Hosh.

"Well, if you notice you will see this train does not have to get up steam to say 'S SH CH' like the slow train did. It starts off as soon as the doors are closed and says, 'CH! CH! CH!' much faster."

"This faster train starts to say 'T' but before it finished 'T', it quickly says 'SH', like (teacher puts tongue in position for "T" and quickly says SH).

"Well, well," said the chipmunk, "it sounds like a sneeze. I can do that."

"Tongue up for T," said Hish.

"Hold it," said Hosh.

"Close teeth," said Hush.

"Now say, 'SH,' 'CH,'" said the chipmunk. "I never before knew that I sneezed like a train, CH! CH! CH!"

Just then the conductor passed through and he heard the children saying, "Tongue up for a 'T'-close, say 'SH' quickly-'CH'!"

And do you know what the conductor did? He stopped, he looked, he listened and just as he reached the door of the coach, he turned and chuckling to himself, he said, "CH! CH! CH!"¹

Books:

1. Martin, B., Smoky Poky, New York, Holt, Rinehart and Winston, Inc., 1947.
2. Miller, Olive B., "The Little Engine That Could", from The Book House for Children, Lake Bluff, Ill., Tanglewood, 1951.
3. Slobodkina, Esphyr, Behind the Dark Window Shade, New York, Lothrop, Lee & Shepard Co., Inc., 1958.²
4. Chicken Little, by M. A. Bonahue & Co.
5. Chip-Chip, by Little Golden Books.
6. Ching-Li, by Martha Lee Poston.

Record:

1. Train to the Farm, The Children's Record Guild.³

¹Nemoy and Davis, op. cit., pp. 386-88.

²Stoddard, op. cit., p. 127.

³Jones, op. cit., p. 31.

Sh Sound

The "sh" sound can be identified as the "shushing" sound. The teeth are separated slightly and the lips are protruded and rounded a bit. The sides of the tongue are drawn up against the teeth at the sides of the mouth. The air stream is forced out through the mouth and no tone is produced.¹

When telling someone to be quiet, one says Shhh. It means to be still and includes a warning of a finger placed to the lips. The teacher can ask the child to tell her to be still by saying Shhh. Tell him that it is a low, quiet, sound and his teeth are together like the "s" sound, but instead of a high whistle, he wants to produce a soft, quiet, shh.²

Nonsense Syllables:

shā	shē	shī	shō	shōō
āsh	ēsh	īsh	ōsh	ōōsh
āshā	ēshē	īshī	ōshō	ōōshōō

Words:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
shade	wishing	hush
shout	notion	selfish
short	ocean	wash
shop	insure	wish
shark	bushel	bush
shut	bashful	crash
shank	issue	rush
should	dishes	leash
share	fisher	fresh
shawl	soashore	mash ⁴

¹Ibid., p. 129.

²Van Riper and Butler, op. cit., p. 79.

³Jones, loc. cit.

⁴Anderson, op. cit., p. 180.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
sholls	pincushion	mustache
shower	eggshell	dish
shoars	fishbowl	squash
shovel	machine	radish
sheep	mushrooms	toothbrush
shirt	parachute	hairbrush
shadow	horseshoes	fish
shoe		thrush
sugar		hush
sharponing		paintbrush ¹

Sentences:

1. She sells seashells at the seashore.
2. Shall we buy some dishes in this shop?
3. Are you sure you caught a big fish on your vacation?
4. The ocean was so rough that waves washed over the ship's deck.
5. Shirley helped her mother wash the dishes!²
6. I wish I could go fishing.
7. Sheila ate a dish of radishes.
8. He shook the water off his shirt.
9. Shredded wheat is sure to please.³

Poems and Jingles:

Wouldn't It Be Funny?

Wouldn't it be funny
 If sugar should grow on bushes
 And shoes on shaving brushes
 And shells on shining dishes
 And shirts on flying fishes
 And shrimps on shapey squashes
 And ships on your galoshes?
 Yes, that surely would be funny.⁴

¹Stoddard, op. cit., pp. 97-98. ²Anderson, op. cit., p. 181.

³Jones, loc. cit.. ⁴Namoy and Davis, op. cit., pp. 61-62.

I see seashells
Seashells on the shore;
Shall ships, shall ships,
Torn from ocean's shore.

Shoo, flics, shoo!
Please shut that door.
Shoo, flies, shoo!
We don't want more.

Shoe shine! Shoe shine!
Shall I shine your shoes?
Shine shoes! Shine shoes!
It does not matter whose!

A dish of mashed potatoes,
A bowl of mush I wish,
And all the hash that I can eat
And fish, and fish, and fish.

The waters lash and dash upon the shore.
They wash up many little fishes too.
So we'll put these little fishes
Into lovely seashell dishes,
And rush them back to come to land no more.¹

Shell Ships

Sea shells, sea shells
Every shape and shade.
Many shining ships of pearl
On sandy shores are laid.

The Cat Crew

Charlotte took a vacation
As her physician had told her to do.
She went for a trip on the ocean
With her Persian cat for the crew.

¹Wood, Sound Games, op. cit., pp. 61-62.

If Wishes Woro Fishos

If every wish woro a little fish,
 And all those fishes fried,
 Who would wash the dishes that hold the fishes
 Around this sphere so wido?¹

Poem About a Sound

This is a poem about a sound:
 Our lips are squared and norlly round.
 Our tongue must help, our teeth do, too,
 So I take a good breath and the sound comes through
 "sh...sh...sh...sh..."
 "sh..." as in shoe, and "sh..." as in fish,
 "sh..." as in ship, and "sh..." as in dish.
 Everyone looks at his feet,
 And there he sees nicely neat:
 Black shoes and white shoes,
 Buckle, tie, and button shoes.
 "sh..." as in shoe, and "sh..." as in fish,
 "sh..." as in ship, and "sh..." as in dish.
 Goldfish swimming in a bowl,
 What would you do
 If in your bowl there was a hole,
 And the water all came through?
 "sh..." as in shoe, and "sh..." as in fish,
 "sh..." as in ship, and "sh..." as in dish.
 I saw a ship a sailing
 Away out on the sea.
 I sent a wish out to that ship
 To sail back home to me.
 "sh..." as in shoe, and "sh..." as in fish,
 "sh..." as in ship, and "sh..." as in dish.
 Here is a rhyme about a dish,
 A dish without a spoon.
 A dish with a cat, a cat with a fiddle,
 And a cow jumped over the moon.
 "sh..." as in shoe, and "sh..." as in fish,²
 "sh..." as in ship, and "sh..." as in dish.

Hero's sulky Sue, What shall we do?
 Turn her face to the wall till she comes to.

¹Wood, The Jingle Book, op. cit., p. 108.

²Scott and Thompson, op. cit., p. 129.

Shoo the wild horse, and shoo the gray mare;
If the horse won't be shod, then let him go bare.

I had a little hen, the prettiest ever seen
She washed me the dishes, and kept the house clean.
She went to the mill to fetch me some flour;
She rushed it back home in less than an hour;
She baked me my bread, she brewed me my ale,¹
She sat by the fire and told many a fine tale.¹

Swish, swish, swish, swish,
I am a washing machine.
I swish, and wash, and swish and wash,
Till the clothes are all quite clean.
-Averil

Shoe the old horse, shoe the old mare.
Stick a nail here, stick a nail there.
Let the little colt's feet all go bare.

Shunning the sunshine, he pushed into the shadow
of the shore, and made a dash at the fish, which,
with a splash and a splash, vanished in the shallows."²

The Fishing Pole

A fishing-pole is a curious thing;
It's made of just a stick and a string;
A boy at one end and a wish,
And on the other end-a fish.

-Mary Carolyn Davies

Hush, hush, hush, hush,
Hush, my baby, hush,
Shut your eyes, and go to sleep.
Hush,-hush-hush.

-Averil²

¹Anderson, loc. cit.

²Stoddard, op. cit., p. 103.

Games:

1. Echo Game. The teacher says each word three times and the child repeats each word once following the teacher.

shall	shoot
shut	shave
shino	shake
shout	shun
shown	should

2. Can You Remember Game. Using the word list above on the Echo Game, the teacher erases the words after the child has repeated them each three times. He then repeats the ones he can remember.

3. Word Matching Game. The teacher points to one of the underlined words followed by the child who points to and says the words like it on the same line.

<u>shelv</u> e	shall	<u>shelv</u> e	shut	<u>shelv</u> e
<u>shift</u>	shift	<u>shin</u> e	<u>shift</u>	<u>shout</u>
<u>shirk</u>	shoot	<u>shirk</u>	<u>shirk</u>	<u>share</u>
<u>shock</u>	shock	<u>shake</u>	<u>shun</u>	<u>shock</u>
<u>shot</u>	shall	<u>shot</u>	<u>shot</u>	<u>shut</u>
<u>shiver</u>	shiver	<u>share</u>	<u>shiver</u>	<u>shine</u> ¹

4. Word Touching Game. A word is named by the teacher and the child points to and tells which words are above, below, or on the same line as the word she mentioned.

ash	hash	trash
cash	mush	plush
sash	mesh	blush
bush	rash	thrush

5. Rhyming Game. The child reads the words on each line from left to right and then finds a word from the ones listed below to rhyme.

¹Nemoy and Davis, op. cit., pp. 368-69.

fish	dish	swish	
throssh	frosh	flcsh	=====
wash	squash	quash	=====
gash	lash	mash	=====
rush	hush	blush	=====
wish	fresh	bosh	dash
			gush

6. Word Guessing Game. A leader points to a word while the other one is looking away. He then tries to guess the one the leader chose. If he guesses correctly, he is the new leader.

cushion	fishery	bishop
usher	washable	cashew
cashier	fashion	ashen
		bashful

7. Can You Remember Game. The child repeats each word three times from the chalkboard. They are then erased and the child is asked to repeat the ones he remembers.

notion	section	partial	initial
station	motion	patience	militia
position	vacation	ratio	addition

8. See, Hear, and Say Game. The list of words is written on the chalkboard. Pairs of words are said by the teacher after which the child repeats each pair once. Attention is given to the difference between the "s" and the "sh" sounds.

see	she	sort	short
sue	shoe	sore	shore
so	shaw	sign	shine
sell	shell	soul	shoal
sign	shine	some	shame
save	shave	sour	shower
sip	ship	sack	shack ¹

9. Tell What Game. Which of the word groups listed below are found in

¹Ibid., pp. 371-73.

the following places? (1) bathroom (2) kitchen (3) store (4) seashore
 (5) country

- a. a shaving brush and shampoo
 a shower and a turkish towel
 a washcloth and a tooth brush
- b. delicious sugar cookies
 milk shakes and shrimp salad
 mashed potatoes and shredded wheat
- c. shoe shine boxes
 washing machines
 window shades and chiffoniers
- d. shining sand and shovels
 sea shells and ships
 shallow gullies and the ocean
- e. bushes and shrubs
 shaggy sheep
 sheaves of wheat¹

Stories:

The Seashell

One day at the beach the wind blew and blew and blew. The ocean waves dashed high on the rocks, swish, shirr, swish, shirr.

A little seashell, who lived at the bottom of the ocean, was awakened from his sleep.

"Oh, dear," he cried fearfully, "what is happening?"

The ocean tossed him back and forth, back and forth, until he was out of breath. Then it spilled him right on the beach and there he lay almost afraid to move. At last the wind became still. The sun shone brightly and warmed the little seashell. The breeze sang a lullaby:

"sh...sh...sh...," little seashell
 From your ocean bed;
 You are in a new land now,
 So rest your weary head.
 'sh...sh...sh...'"

The ocean whispered softly:

"sh...sh...sh...," little seashell
 From your ocean bed;

¹Ibid., p. 376.

You are in a new land now,
So rest your weary head.
'sh...sh...sh...!'

The sun said not a word but shone radiantly, and soon the little seashell was cozy and fast asleep.

All at once he was rudely awoken. He felt himself snatched up and tossed across the beach. A noisy boy cried, "It is just an old seashell. It is not worth anything."

The ocean whispered:

"'sh...sh...sh...,' little seashell,
Just lie very still;

'sh...sh...sh...!'

You can, if you will."

The breeze whispered:

"'sh...sh...sh...,' little seashell,
Just lie very still;

'sh...sh...sh...!'

You can, if you will.

A tired little boy came to where the seashell was lying. The little boy was crying, "I want my mother and daddy. I am lost."

The seashell was sorry for the tired little boy.

"Maybe if I whisper the 'still' sound, the tired little boy will hear me," he thought.

So he whispered, "sh...sh...sh...!"

The tired little boy stopped crying and looked all around to see where the quiet sound was coming from.

Then he saw the seashell.

"What a pretty seashell," he said.

"sh...sh...sh...," it whispered softly.

Then the tired little boy's mother and daddy came along. They were so happy to find their boy.

The seashell kept right on whispering, "sh...sh...sh...!" as the tired little boy help in a hand that was very limp. In fact, all of the tired little boy was limp, for he was fast asleep. Then they all went home, mother, daddy, the tired little boy, and the seashell.

All day and night the seashell lay on the toy shelf and sang the song that the ocean and the breeze had taught him. You can sing it, too, and I promise you that if you will sing it often enough, everything and everybody around you will be as still as "sh...sh...sh...!"

The Adventures of the Shadows

Once upon a time there were three little shadows, Hish, Hosh, and Hush. These little shadows belonged to a little girl named Tash and two boys named Nash and Dash.

One night after Tash, Dash and Nash had gone to bed, the shadows

¹Scott and Thompson, op. cit., pp. 134-36.

thought they would like to go out for a walk.

"Let us go to see the Old Woman Who Lives in a Shoe," said Hush, so they climbed through the window and over the top of the shed. Hush felt a little shaky so Hish and Hosh helped her to the ground.

"Sh!" said Hish... "Sh!" said Hosh. "Sh!" said Hush.

Then they ran and ran until they saw a light shining in the window of the Shoe. They peeped in the window and they saw the Old Woman Who Lives in the Shoe, rocking one of her babies. Then they heard her say, "Don't cry, Sh! Sh! Sh! Go to sleep, Sh! Sh! Sh!"

So Hish said, "Let us help the Old Woman, she is so busy she doesn't know what to do." Then they went into the shed and washed the dishes and then they started to sing:

"This is the way we wash the dishes,
Wash the dishes,
This is the way we wash the dishes,
So early in the morning."

"Sh! Here comes the Old Woman," said Hish.

"Sh!" said Hosh.

"Sh!" said Hush.

"Hide under the dishes," said Hish.

Then they heard the Old Woman say, "I wonder who washed all my dishes?"

And Hish, Hosh, and Hush all said at the same time:

"Sh!" and then they all ran away as fast as they could.

The second night after Tash, Nash, and Dash had gone to bed, the shadows went out again. This time they went to Shady Park, so they could go on the Shoot-the-Shoot and the Ferris Wheel and the other amusements. First they went on the Shoot-the-Shoot, and then they climbed up on the Ferris Wheel, and played for a long time. Suddenly the wind started to blow "y o o o o," "Y o o o o."

"Shall we go down?" said Hish, "It is so very windy."

But before they had time the wind blew harder "S sh," "S sh," and the Ferris Wheel started to go round and round. "S sh," and faster, "S sh," "S sh," "S sh," "S sh."

"I wish we had not come," said Hosh as the wind almost blew them away.

"What shall we do?" cried the shadows. But the wind only whistled "S sh," "S sh," and blew so hard that the shadows could not get down.

"Hold on," said Hish. All night the wind whistled "S sh," "S sh," "S sh," "S sh," and did not stop until seven o'clock the next day.

Then the shadows ran all the way home and got there as Nash, Dash and Tash were getting out of bed.

They said they would never go on the wheel again.

The next night Hish, Hosh, and Hush went out again. They crept over the same shed but Hush did not feel shaky this time.

"Sh!" said Hish.

"Sh!" said Hosh.

"Sh!" said Hush.

They ran out quickly to the woods; Hush asked, "Shall we go to see the Old Woman who Lives in a Shoe?"

"Surely," answered the other shadows.

Suddenly they heard a quoor muffled sound. "Whooo!"

"Sh!" said Hush.

"It is so dark I cannot see," said Hush.

And the shadows shook and shook.

"Whooo!" "Sh!" whispered the shadows. Then they ran and ran but the two lights came after them saying, "Whooo!"

"Sh!" said the shadows. "Keep quiet," "Sh! Sh! Sh!" said the shadows all the way home. Then they shut the door and they peeped through the window and what do you think they saw? It was only an owl.¹

Books:

1. Ayes, Jacqueline, A Wish for Little Sister, New York, Harcourt, Brace & World, Inc., 1960.
2. Jacobs, J., The Three Wishes, New York, Whittlesey House, 1961.²
3. The Brave Little Steam Shovel, by Alf Evers.
4. Little Shepherd, by Annabell Armour.

Record:

1. The Carrot Seed, by the Children's Record Guild.

PROCEDURE

After deciding on a general topic for research, the writer narrowed it down to include only those sounds which are most commonly misarticulated.

To prepare this Master's Report, which is in the form of a library report, the writer used the sources of the Kansas State University Library.

¹Nemoy and Davis, op. cit., pp. 366-68.

²Jones, op. cit., p. 30.

Some books were ordered from the Interlibrary Loan facility available at Kansas State University, but those were not received in time for completion of this report.

SUMMARY

It was found by the writer that since every classroom teacher is a teacher of speech in some way, she should have some knowledge of speech training. The teacher may have the sole responsibility of providing assistance to her students with speech articulation disorders, or she may be able to provide follow-up activities for those who are able to work with a speech correctionist.

The most commonly misarticulated sounds of r, l, s, th, sh, and ch were chosen as sounds for which to find classroom aids which a classroom teacher is able to use with her students. Suggestions of nonsense syllables, word and sentence lists, poems and jingles, games, stories, books, and records were found for use with each one of these troublesome sounds.

If a child has to think before he can produce a sound before speaking a word, he is "likened to a centipede whose attempt to walk failed utterly because he tried to decide which leg should be moved first."¹ Listening, experience, and practice will enable the child to speak correctly, habitually, and without forethought of "how" he is to produce a sound.

¹ Johnson, et. al., op. cit., p. 117.

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CLASSROOM AIDS FOR INTERMEDIATE GRADE CHILDREN
WITH SPEECH ARTICULATION DISORDERS

by

JANICE KAY ADAMS

B. S., Kansas State Teachers College 1963

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1968

The purpose of this report was to gather into one source, aids that a classroom teacher could use to help students with speech articulation disorders. The aids are for the teacher's use if there is no speech correctionist and she has the sole responsibility for the child's assistance, or they also may be used as follow-up exercises if there is a speech correctionist employed in the school system.

This library report was prepared through the use of the Kansas State University Farrell Library.

It was found that of the approximately 2,225,000 school age children with speech defects, over two-thirds have articulation defects. Articulation defects may cause difficulty and frustration for the child in his academic subjects of reading and spelling. Serious personality adjustments may also result since there is a great emphasis on spoken communication.

The fact that every classroom teacher teaches speech in some way or another was stressed. He needs to have some knowledge of common speech defects and techniques used to improve defective speech. Setting a good speech example is the teacher's constant responsibility.

The most commonly misarticulated sounds of r, l, s, th, sh, and ch were chosen as ones for which to find the classroom aids. The arrangement of the aids in the order of nonsense words, word lists, sentence lists, poems and jingles, games, and stories was chosen because this sequence would be the proper one for use with learning a new sound.